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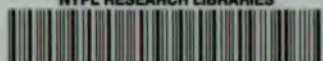
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TWENTIETH
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PUBLIC SCHOOLS,
IN
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MADE TO THE GENERAL ASSEMBLY
AT THE
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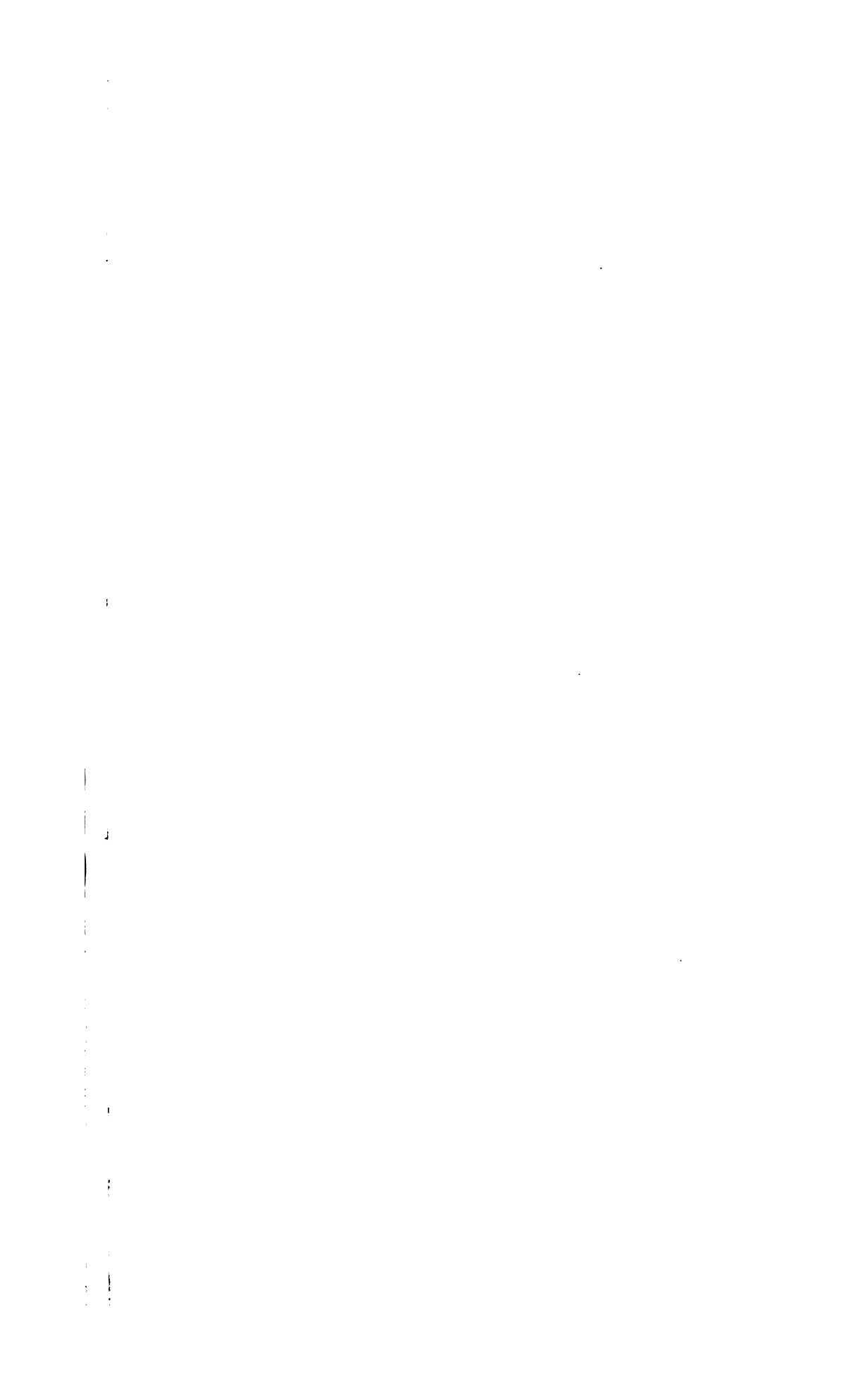
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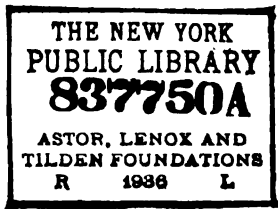


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REPORT.

To His Excellency the Governor, and the Honorable the General Assembly :

GENTLEMEN :— It becomes my duty to present to you the TWENTIETH ANNUAL REPORT on the state and condition of the schools, and of education, in RHODE ISLAND, with plans and suggestions for their improvement.

It is gratifying to learn, by the accompanying tables, that while the war has imposed enormous burdens, in the form of taxation, upon the citizens of our State, they have not allowed the annual appropriations for public schools to be diminished. They are increased over previous years ; showing that this state thoroughly understands her best interests, and intends to see that they are secured. While she is sending thousands of her young men, and millions of her treasure, to the field of battle, she is making liberal provisions for her children and youth at home, that they may be better prepared to enjoy and preserve the great blessings of Union and Liberty and Peace ; to secure which she now suffers and bleeds.

The unusual prosperity at the North, attendant upon the rebellion, and the scarcity of labor, have tempted the chil-

dren from our schools. It will be seen by reference to the tables, that the whole number present, as well as the average attendance, at both the summer and winter schools, has been considerably diminished. This decrease was very much greater with the boys than with the girls—the number of the former in the summer schools being 1,018, while the number of the latter was only 328. It was something so in the winter schools—the boys falling behind 1290, the girls 911. It will be seen, moreover, that nearly half of the decrease comes from the schools in the city of Providence.

I may here observe, that while the amount appropriated by the towns for school purposes is in excess of previous years, yet the diminution of registry taxes, and the small unexpended balances, reduce the whole sum available for educational purposes, a little below that of last year. This is accidental.

It will also be observed, that the amount expended on school houses for the last year, is less than for the year previous. This is as might have been expected, and by no means indicates any want of interest in our educational appliances. Several districts have it in contemplation, to erect school houses, and at a cost which would carry the amount for these purposes much beyond that of previous years; but the enormous increase in the cost of construction has postponed action for the present. East Providence, our adopted sister, is the banner town for good school houses, and she added one or two to her number during the past year; and this, also, *without an appeal!*

There were five more teachers employed in our public schools last year, than the year previous. The increased remuneration in most other departments of labor, except that of teaching, has diminished the number of male teachers. Of these, as compared with last year, there were 34 less; while of females, there were 39 more.

As usual, the appropriation of \$15,000 was apportioned equally among the districts, each district receiving \$37.50 ; while the appropriation of \$35,000 was divided among the several towns in proportion to the number of children therein, according to the last census, under the age of fifteen years.

The following table shows the number of school districts in Rhode Island, the division of the annual appropriation by the State, of \$50,000, among the several towns, the time at which it is paid, and the number of children in the state, at the last census, under fifteen years of age :

NAMES OF TOWNS.	No of Districts.	Apportionment of \$15,000, payable July 15th.	Apportionment of \$85,000, payable Dec. 31st.	Total Apportionment.	Population of the Towns under 15 years of age.
Barrington.....	3	112 50	162 90	275 40	265
Bristol.....	5	187 50	949 71	1,137 21	1,545
Burrillville.....	16	600 00	859 97	1,459 97	1,399
Charlestown.....	7	262 50	194 86	457 36	317
Coventry.....	18	675 00	772 68	1,447 68	1,257
Cranston.....	11	412 50	1,708 87	2,121 37	2,780
Cumberland.....	20	750 00	1,667 06	2,417 06	2,712
East Greenwich.....	5	187 50	510 20	697 70	830
East Providence.....	8	300 00	398 94	698 94	649
Exeter.....	13	487 50	378 04	865 54	615
Foster.....	19	712 50	395 87	1,108 37	644
Glocester.....	15	562 50	466 56	1,029 06	759
Hopkinton.....	12	450 00	587 04	1,037 04	955
Jamestown.....	2	75 00	70 08	145 08	114
Johnston.....	15	562 50	676 17	1,238 67	1,100
Little Compton.....	10	375 00	240 35	615 35	391
Middletown.....	5	187 50	209 61	397 11	341
Newport.....	6	225 00	1,914 79	2,139 79	3,115
New Shoreham.....	5	187 50	330 09	517 59	537
North Kingstown.....	14	525 00	621 46	1,146 46	1,011
North Providence.....	10	375 00	2,487 08	2,862 08	4,046
Portsmouth.....	7	262 50	372 51	635 01	606
Providence.....	23	862 50	9,649 56	10,512 06	15,698
Pawtucket.....	5	187 50	866 11	1,053 61	1,409
Richmond.....	13	487 50	437 05	924 55	711
Scituate.....	19	712 50	845 21	1,557 71	1,375
South Kingstown.....	21	787 50	988 44	1,775 94	1,608
Smithfield.....	86	1,350 00	2,572 52	3,922 52	4,185
Tiverton.....	12	450 00	418 00	868 00	680
Warwick.....	15	562 50	1,779 56	2,342 06	2,895
Warren.....	5	187 50	486 84	674 34	792
Westerly.....	13	487 50	721 66	1,209 16	1,174
West Greenwich.....	12	450 00	257 56	707 56	419
Totals.....	400	15,000 00	84,997 35	49,997 35	56,934

The following table shows the average cost of educating each scholar in the city of Providence, in the five counties, and the average in the whole State, for the past year :

	No. of Scholars.	Cost per Scholar.
Providence.....	6,756	\$9 61
Providence County	14,367	7 02
Newport "	1,918	12 63
Washington "	2,176	5 32
Kent "	1,618	5 08
Bristol "	1,019	9 90
Average in the State.....		\$7 89

SCHOOL COMMISSIONER'S REPORT.

THE FOLLOWING TABLES SHOW THE AMOUNT OF MONEY EACH TOWN APPROPRIATED, AND THE AMOUNT EACH TOWN RECEIVED FROM THE STATE TREASURY, FOR THE SUPPORT OF PUBLIC SCHOOLS,
FOR THE SCHOOL-YEAR ENDING APRIL 30TH, 1884.

NAMES OF TOWNS.	Amount received from the General Treasury.	Amount of Town Tax.	Amount of registry tax, & from other sources.	Rate Bills.	Balance unexpended.	Total from all sources.	Actual expenditures, exclusive of school houses.	Expended on school houses.	Amount of tax next year.	State appropriation for next year.
PROVIDENCE COUNTY.										
Providence.....	\$10,512 06	\$55,000 00	\$3,504 77	.....	.....	\$79,516 83	\$64,972 41	\$2,000 00	\$60,000 00	\$10,512 06
North Providence.....	2,862 08	5,000 00	895 00	286 00	64 42	8,778 32	8,898 82	4,094 00	7,500 00	2,862 08
Smithfield.....	8,922 52	4,500 00	609 01	.....	.....	9,081 53	9,178 62	.....	4,500 00	8,922 52
Cumberland.....	2,417 06	2,500 00	387 00	.....	50 00	5,368 06	5,303 06	.....	2,500 00	2,417 06
Scituate.....	1,557 71	900 00	282 38	96 87	625 57	2,984 71	2,984 71	.....	1,000 00	1,557 71
Cranston.....	2,121 87	4,000 00	352 45	.....	.....	5,597 06	5,547 06	.....	4,000 00	2,121 87
Johnston.....	1,288 67	700 00	201 14	.....	.....	2,189 81	2,189 81	.....	1,000 00	1,288 67
Gloicester.....	1,029 06	400 00	242 54	.....	129 88	1,671 60	1,541 72	.....	400 00	1,029 06
Foster.....	1,108 87	287 68	128 72	61 10	748 18	1,525 87	1,501 63	.....	237 68	1,108 87
Burrillville.....	1,459 97	1,000 00	227 50	.....	.....	2,714 82	2,665 00	.....	1,200 00	1,459 97
East Providence.....	698 94	1,000 00	100 15	.....	106 86	2,042 88	1,986 62	.....	1,000 00	698 94
Pawtucket.....	1,068 61	8,500 00	14 00	.....	270 98	4,888 59	4,276 63	.....	8,000 00	1,068 61
Totals.....	29,981 42	78,787 68	6,544 66	443 47	1,995 84	128,295 08	110,935 54	6,094 00	86,837 68	29,981 42
NEWPORT COUNTY.										
Newport.....	2,189 79	9,500 00	690 00	.....	.....	18,502 00	17,638 36	2,000 00	14,000 00	2,189 79
Portsmouth.....	685 01	400 00	147 00	271 70	.....	1,433 71	1,453 71	704 19	400 00	685 01
Middletown.....	897 11	500 00	55 41	.....	.....	1,811 04	1,143 76	.....	500 00	897 11
Tiverton.....	868 00	500 00	121 11	85 60	84 18	1,574 71	1,540 53	.....	500 00	868 00
Little Compton.....	615 85	500 00	50 07	269 80	.....	1,394 72	1,394 72	2 25	500 00	615 85
New Shoreham.....	517 59	184 65	43 00	.....	.....	745 24	745 24	.....	184 65	517 59
Jamestown.....	145 08	85 00	21 22	163 00	6 00	870 30	864 80	.....	85 00	145 08
Totals.....	5,817 98	11,619 65	1,127 81	789 60	40 18	20,291 72	24,220 62	2,706 44	16,119 65	5,817 98

WASHINGTON COUNTY.											
South Kingstown.....	1,775 94	481 00	177 00	456 08	6 14	2,948 27	2,082 13	.....	481 00	1,175 94	
Westerly.....	1,209 16	331 04	222 00	88 64	.....	1,851 44	1,881 44	.....	350 00	1,209 16	
North Kingstown.....	1,146 46	450 00	277 68	.....	237 82	2,272 75	1,677 11	.....	450 00	1,146 46	
Exeter.....	865 54	189 02	77 43	29 12	276 28	1,161 12	1,220 36	.....	189 02	865 54	
Charlestown.....	457 86	200 00	68 00	.....	.....	1,014 30	988 93	.....	200 00	457 86	
Hopkinton.....	1,037 04	330 00	175 56	219 33	.....	1,767 93	1,706 99	114 67	330 00	1,037 04	
Richmond.....	924 55	300 00	145 09	200 00	.....	1,145 07	1,411 07	.....	300 00	924 55	
Totals.....	7,416 05	2,281 60	1,142 66	993 17	580 24	12,200 88	11,813 03	114 67	2,300 02	7,416 05	
KENT COUNTY.											
Warwick.....	2,342 06	1,500 00	718 00	.....	209 33	5,129 60	4,920 27	.....	2,000 00	2,342 06	
Coventry.....	1,447 68	386 84	282 40	.....	.....	2,208 87	2,156 90	.....	386 84	1,447 68	
East Greenwich.....	697 70	400 00	144 00	.....	.....	1,354 20	1,354 20	.....	400 00	697 70	
West Greenwich.....	707 56	162 85	119 03	109 80	102 45	1,217 79	1,115 34	.....	162 85	707 56	
Totals.....	5,195 00	2,448 69	1,263 43	109 80	311 78	9,910 46	9,546 71	.....	2,948 69	5,195 00	
BRISTOL COUNTY.											
Bristol.....	1,137 21	4,030 40	110 20	675 00	.....	6,375 00	6,275 00	680 00	6,100 00	1,137 21	
Warren.....	674 34	2,100 00	107 00	118 00	.....	3,095 52	3,034 84	108 46	2,400 00	674 34	
Barrington.....	275 40	300 00	43 65	168 70	.....	785 75	785 75	.....	400 00	275 40	
Totals.....	2,086 95	6,430 40	260 85	959 70	.....	10,256 27	10,095 09	788 46	8,900 00	2,086 95	

RECAPITULATION BY COUNTIES.

Providence County.....	29,981 42	78,737 68	6,544 05	443 47	1,995 34	126,205 08	110,985 54	6,094 00	86,837 68	29,981 42	
Newport County.....	5,817 93	11,619 65	1,127 81	789 60	40 18	20,291 72	24,220 62	2,706 54	16,119 65	5,817 93	
Washington County.....	7,416 05	2,281 66	1,142 66	993 17	580 24	12,200 88	11,813 03	114 67	2,300 02	7,416 05	
Kent County.....	5,195 00	2,448 69	1,263 43	109 80	311 78	9,910 46	9,546 71	.....	2,948 69	5,195 00	
Bristol County.....	2,086 95	6,430 40	260 85	959 70	.....	10,256 27	10,095 09	788 46	8,900 00	2,086 95	
Totals.....	49,997 35	101,518 08	10,389 41	8,295 74	2,927 54	178,954 41	166,610 99	9,708 57	116,606 04	49,997 35	

The following tables show the number of teachers of both sexes, the number of boys and girls registered, and the average attendance of the same, in the Public Schools of this State, for the school-year ending April 30th, 1864.

SUMMER RETURNS.							WINTER RETURNS.						
NAMES OF TOWNS.	Male Teachers.	Fem. Teachers.	Boys.	Girls.	Whole No.	Average Attendance.	Male Teachers.	Fem. Teachers.	Boys.	Girls.	Whole No.	Average Attendance.	
PROVIDENCE COUNTY.													
Providence.....	10	143	3,580	4,008	7,588	6,756	10	143	3,580	4,008	7,588	6,756	
North Providence.....	7	29	1,108	1,008	2,116	1,472	7	29	1,047	887	1,934	1,376	
Cranston.....	2	29	767	715	1,482	1,007	2	29	767	715	1,482	1,007	
Johnston.....	1	11	231	229	460	316	8	12	817	278	590	412	
Scituate.....	8	15	270	328	598	376	8	13	40	350	750	538	
Foster.....	17	129	237	356	593	224	11	6	240	248	488	323	
Glocester.....	1	14	204	214	418	279	9	7	252	172	424	308	
Burrillville.....	19	397	432	829	1,261	680	2	17	476	398	873	624	
Smithfield.....	6	40	1,158	1,297	2,455	1,621	18	33	1,151	1,067	2,218	1,473	
Cumberland.....	4	21	633	635	1,068	759	8	18	589	464	1,043	82	
East Providence.....	1	11			352	281	1	10			387	273	
Pawtucket.....	2	10	279	290	569	417	2	12	304	32	606	465	
Totals.....	36	359	8,656	9,273	18,281	14,088	76	329	9,122	8,894	18,373	14,367	
NEWPORT COUNTY.													
Jamestown.....	1	2	28	36	64	37	2		34	16	50	37	
New Shoreham.....	1	4	218	168	381	290	4	1	230	155	385	294	
Newport.....	5	28	490	540	1,030	839	5	28	490	540	1,030	839	
Middletown.....		4	69	64	133	50	3		81	44	125	50	
Portsmouth.....	2	7	142	162	304	173	4	4	181	107	288	202	
Tiverton.....	2	11	161	229	390	262	2	11	228	201	429	296	
Little Compton.....	2	8	94	130	224	151	6	4	155	116	271	196	
Totals.....	10	64	1,197	1,329	2,516	1,792	26	48	1,399	1,179	2,578	1,918	
KENT COUNTY.													
Warwick.....	8	12	723	721	1,444	935	10	1	646	555	1,201	826	
Coventry.....	2	9	201	200	401	255	9	4	278	224	497	341	
West Greenwich.....		3	27	53	80	40	8	4	170	144	314	197	
East Greenwich.....	1	7	148	134	277	162	3	5	214	164	378	255	
Totals.....	11	31	1,094	1,108	2,208	1,392	30	23	1,308	1,087	2,395	1,618	
WASHINGTON COUNTY.													
Exeter.....	8	6	107	135	242	144	10	3	202	150	352	235	
Hopkinton.....	1	8	222	246	468	302	6	7	253	198	451	326	
Westerly.....	1	11	90	81	171	112	9	6	391	242	608	328	
Charlestown.....		6	54	69	123	82	3	7	99	93	192	129	
South Kingstown.....	1	18	250	309	559	404	10	13	398	303	701	503	
North Kingstown.....	1	3	49	68	112	73	10	7	393	268	661	465	
Richmond.....	2	9	83	118	201	136	9	5	160	131	291	198	
Totals.....	9	61	855	1,021	1,876	1,263	57	48	1,866	1,385	3,251	2,176	
BRISTOL COUNTY.													
Barrington.....	1	3	65	75	140	97		3	91	53	144	114	
Warren.....	1	9	177	190	367	266	3	6	211	183	394	280	
Bristol.....	3	13	325	364	689	607	4	12	390	337	697	625	
Totals.....	4	25	567	629	1,196	970	7	21	692	573	1,235	1,019	

RECAPITULATION BY COUNTIES.

Providence County.....	36	359	8,656	9,273	18,281	14,088	76	329	9,122	8,894	18,373	14,367
Newport County.....	10	64	1,197	1,329	2,516	1,792	26	48	1,399	1,179	2,578	1,918
Kent County.....	11	31	1,094	1,108	2,208	1,392	30	23	1,308	1,087	2,395	1,618
Washington County.....	9	61	855	1,021	1,876	1,263	57	48	1,866	1,385	3,251	2,176
Bristol County.....	4	25	567	629	1,196	970	7	21	692	573	1,235	1,019
Totals.....	70	540	12,369	13,339	26,071	19,486	196	469	14,352	13,068	27,827	21,068

The following table shows the number of towns, school districts, the number of children under fifteen years of age, the amount of school moneys appropriated, expended, &c., &c., in the State :

Number of towns in Rhode Island.....	33
" " " " Providence County	12
" " " " Newport County	7
" " " " Washington County.....	7
" " " " Kent County.....	4
" " " " Bristol County.....	8
Children under 15 years of age in Rhode Island.....	56,934
" " " " Providence County.....	36,756
" " " " Newport County	5,784
" " " " Washington County....	6,391
" " " " Kent County.....	5,401
" " " " Bristol County..	2,602
Number of School Districts in the State.....	400
" " Schools in the State..	512
" " Teachers.....	665
" " Male Teachers	196
" " Female Teachers.....	469
" " Scholars in Summer Schools.....	26,071
" " " " " last year	27,075
Decrease.....	1,004
Average attendance.....	19,485
" " last year.....	21,188
Decrease.....	1,703
Number of Scholars in Winter Schools.....	27,827
" " " " " last year.....	29,641
Decrease....	1,814
Average attendance.....	21,098
" " last year..	23,256
Decrease.....	2,158
Amount of Permanent School Fund... ..	\$397,803 00
" appropriated annually by the State	\$50,000 00
" " last year by towns	101,518 08
" from registry taxes.....	10,339 41
" " rate bills.....	3,295 74
Balance from last year	2,927 54
	<hr/>
	\$168,080 77

Decrease from last year.....	3,617 23
Amount expended on School Houses.....	9,703 57
Decrease from last year.....	11,883 43
Annual appropriation for Normal School.	2,500 00
" " " R. I. Schoolmaster.....	300 00

The following table shows what sums were appropriated by the General Assembly last year, for the support of the Indian school, and reformatory and benevolent institutions:

Indian School in Charlestown.....	\$150 00
Reform School, Providence.....	12,000 00
Butler Hospital for insane, deaf, dumb, blind and idiotic, insane poor... ..	14,000 00
Total	<u>\$26,150 00</u>

The religious and heroic band that sailed through the wintry seas of 1620, and found a haven among the cold gray rocks of Plymouth, sought not for themselves a home of comforts, but, for the generations which should follow them,

"Freedom to worship God."

They comprehended the sacrifice, and were not disappointed. Not one of them desired to recommit the trust which he had received.

"They shook the depths of the desert's gloom
With their hymns of lofty cheer.
Amidst the storm they sang,
And the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the ANTHEM OF THE FREE."

The vigorous manhood of the Revolution, nerved by a love of truth, of justice, of freedom, by an indissoluble adhesion to the adamantine, eternal principles of righteousness, struck heavy blows at tyranny, that we might live a nation of freemen; and the patriot soldier of this hour, is giving his life to his country, in order that those who shall come after him may not feel the curse of successful treason,

and the still greater curse of that social system upon which it lives. And so of all great and noble enterprises; they have had their consummation, not in the day of their origin, but during the march of the coming years.

Our system of common schools is one of these enterprises, and, if rightly considered, one of unsurpassable grandeur and efficiency; converting the childhood of yesterday into the state of a generation hence. Its gates are open to the rich and the poor alike, and it pours out its bounties to all the children of the land. It receives the evil to make them good, and the good to make them better. We can never over-estimate what we owe to our early fathers, for founding this system, in the midst of untold trials and the most grievous discouragements. They persevered because they saw our salvation in its success, and our peril in its failure. Amidst the burdens and anxieties of daily labors, and nightly watchings, when our hill-sides were forests, and our beautiful vales unreclaimed wastes, they reserved enough of their time and their means to secure for free schools a watchful oversight and a generous support. We owe the most of what we are, as a State and a nation, to the early and continued fosterings of this single institution. It has saved us from the blunders of ignorance, and the perils of vice. It has converted barrenness into fruitfulness, and penury into a profusion of comforts and luxuries. It has given dignity, as well as skill, to labor. It has furnished the mechanic with a cunning hand, and a thoughtful brain. It has given the artisan a discerning eye, and exquisite taste. It has taught the husbandman how to quadruple his harvest, and how profitably to secure fine fleeces and fat kine; while at the same time it has made him the intelligent conservator of those great fundamental principles upon which all our free institutions rest. It has not only secured these accumulated and accumulating blessings, but it has delivered us from innumerable troubles and perils.

It has kept us from that intellectual darkness whose light is gloom, from that moral degradation which revels in vice and crime, and from that physical wretchedness which has neither the knowledge nor the courage to deliver itself from misery, and the most abject want.

It is our system of free schools which has given value to our estates, filled our granaries, and crowded our barns. It is the intelligence flowing out from these schools which ploughs our fields, bores our mines, turns our water-wheels, poises our trip-hammers, plies our looms, throws our shuttles, moves and supplies our printing-presses,—converting a multitude of raw material into every conceivable form of use and beauty, and diffusing intelligence free and universal as the air. It has furnished the common people with a competency which no other nation ever possessed. In every department of industry its presence and power are seen and felt. It has supplied the poor with abundant means for mental and moral improvement, securing to them a dignity and a culture never before known.

Reflecting upon this, we are filled with gratitude to Him who put it so early into the hearts of our Pilgrim Fathers to establish a system of free schools, which should secure to all posterity, in unbroken succession, the means for obtaining knowledge, and securing and maintaining virtue. The difference between our condition now, and that which it would have been had they been indifferent to, or unmindful of, the great trust committed to them, is too wide to estimate. In doing what they did, our ancestors accomplished more in their time than was ever before given to one generation to accomplish: and the result has imposed upon us an increasing obligation to continue the work so gloriously begun. What a sorrow it is, that this *Puritan* influence could not, from the first, have been felt over the vast breadth of our common country. What seas of blood would it have spared, what mountains of treasure would it

have saved! What culture for neglect, what joy for tears, what relief for the heavy burdened, what liberty for those in chains! Could this have been so, who can conceive of the contrast which this day of trial would show through the boundless prairies of the West, and over the fertile sayannahs of the South? Why this was not permitted to be, remains among the deep mysteries of Providence which we may not solve now, but which we may fathom hereafter.

If a republican form of government possesses, as we have been taught to believe it does, a superiority over every other form of government for the people; if a general intelligence and a wholesome morality are necessary for its maintenance and stability, and if free schools are the human agency by which these are to be imparted and acquired, how carefully should we watch over, cherish and protect an agency so potent for good, not to us alone, but to Christendom.

Free schools find an argument for their establishment and greater efficiency, not only in the vitality and strength which they impart to republican institutions, but in their efficiency as political economists. The better educated any people is the more constant and well-directed is its industry, and the greater the amount of its productiveness. Knowledge and wealth are bound together as cause and effect. Other things being equal, the column which indicates the inventory of a state's wealth foots up the largest, where free school education stands at its head. Very few, I apprehend, at all appreciate how much we of New England are indebted to this for our material wealth. Four-fifths of all the improvements in the manufacturing and mechanic arts are devised by those who have received nothing but a common school education. A very large proportion of the patents issued from the Patent Office during the last thirty years have been granted to New England men, or to those who were New England boys, nurtured in her free schools,

where those habits of thought and industry, of truth and sobriety were acquired, which afterwards developed and directed the mighty forces that were once shut up in those young brains; and which are now astonishing the world by the vastness of their results. Free schools have taught us the great lesson, how the fiercest elements obey, and how "the most obdurate and intractable of nature's substances bend and yield before the power of knowledge," and the energy and patience of a cultivated intellect.

Moreover, free schools are not merely our wisest economists,—they are our safest moralists. They check vice and crime, which are alike unscrupulous and rapacious. Improvident of what little may be called their own, they are constantly preying upon the gains of honest industry, converting the elements of material support into a profligate wasting, and the means of social elevation into sources of moral debasement. In saying thus much, I know that I am repeating truths which have been better spoken a thousand times before; and with a logic which could not be refuted, if it could be withstood. I am asserting claims that have been set forth with an eloquence which nothing but a most singular and unaccountable combination of stupidity could have resisted.

In their agency for good I can compare our free schools to nothing but the great elements in the economy of nature. They are universal benefactors. The atmosphere which envelopes us, is not ours exclusively. It was prepared for thousands before the flood, has furnished life to millions since, and will continue to be an exhaustless fountain of supply to endless ages that shall follow. Its motion gives birth to the winds, those great commercial giants which, unrequited, and not in obedience to any human power, have traversed the world and interchanged its products from the beginning of commerce until now, and which will do the bidding of their Divine Author long after we

are dust. The *free* air! How boundless are its gifts! Full eighty per cent. of what we are pleased to call the great staples of *agri*-culture, find their substance, not in the ground out of which they spring, but in the air, into which they stretch, and upon which they live. To call them *aeri*-cultural products would be more philosophical. Day and night it is supplying invisible, impalpable food to countless mouths which are open to receive it, without any preparation, and too often without any solicitation from man. The same is true of the waters in their ceaseless flow from the sea to the mountains, and from the mountains back to the sea, furnishing sustenance and a medium of life to the vast ranges of vegetable and animal creation — opening a common pathway for the interchangeable wealth of nations, pouring their weight incessantly upon the wheels of industry, and in the falling rain and dew, bearing cups of joy, pure and sparkling, to every leaf of the forest, and every flower of the vale.

So of light. From the time it first shot forth from the hand of its Creator, it has not ceased to fill the heavens with beauty, and to cover the earth with its mantle of brightness; sparkling in the sapphire of the sky, arching itself under the summer cloud, laughing upon the waters, trembling upon the leaves, painting itself upon the flowers, and bathing the morning and evening in purple and gold. All animated and inanimated nature has felt the power of its life-giving, health-sustaining influence. Every inhabitant of the globe has rejoiced at its presence — the Esquimaux in his cabin of ice, the Indian who stands under its burning central belt, and the millions of those who enjoy every conceivable vicissitude of climate between the torrid and frigid extremes.

But all these exhaustless stores of unpurchased blessings were not created for any one man, or for any generation of men. They have been poured down from the sky, and

spread over the earth freely, and their benignant influences have extended from age to age, in interminable succession. They are universal in their distribution, and perpetual in their continuance. They are designed, not for a continent, but for a world. They benefit, not a generation, but a race.

As with these universal elements, so it is with our free schools. Their blessings are beyond the power of computation, universal and continued, with this difference: while the former come to us without care and without solicitation, the latter must be established and sustained by careful pains-taking and a generous outlay. And this brings me to a topic upon which I shall be pardoned for saying a word: I refer to

THE OBLIGATION OF PROPERTY TO EDUCATION.

While there are many towns in this state which make liberal appropriations for the support of their schools, there are others where such appropriations are made with a stinting hand. They seem to consider the support of public schools as a kind of nuisance, to be abated at the least possible expense. The law very properly requires that "no town shall receive any portion of the State's appropriation, unless it shall raise, by tax, for the support of public schools, a sum equal to one-half of its proportion of the sum of thirty-five thousand dollars appropriated to such town from the State treasury;" and when a town does *only* this, is it not an indication that it would do still less, were it not under a legal obligation to do this? I urgently submit it to the wisdom of your legislation, if the advancing interests of education do not require that something more than this should be done. Several of the States are fast outstripping us in their educational appointments, and unless we move betimes, we shall lose the race and the prize. Let us at least see to it, *that we take no steps back-*

wards and downwards. This unwise economy in some of the towns with regard to a liberal support of free schools, is still more tangibly manifested in cases of individuals. There are scores of men in our State who will listen attentively to all that may be said in favor of the importance of increased educational privileges for our children. They admit that education is well enough, yea, that it may be a matter of no inconsiderable importance, but they most decidedly prefer that those who happen to have the children, rather than those who happen to have the property, should pay for this education. "It is unlawful taxation, it is an invasion of my right of property, to compel me to contribute what you are pleased to call my proportion to educate my neighbor's children," says one. It is nothing to him, he whispers to himself, if he does not proclaim it abroad, whether school keeps or not. His fields will be crowned with just as abundant harvests, his kine will be just as fat and sleek, the income from his spindles and looms will not be less by a farthing, his commerce will drive through the seas as frequently and profitably, whether the children of his next-door neighbor are wise or foolish, honest or knaves. He is as unmindful of the blessings which flow to him from the school-house, as he is of those which come from Him whose mercies are over all his works. You may talk to him of his dependence and obligation; he listeneth and then goeth his way, and straightway forgetteth what manner of man he was. I have sometimes wished that such men's property could be removed ten thousand miles away from all school influence, and there remain isolated for a generation. It might be interesting then to learn their estimation of the advantages of a general education to *property*. Another affirms that he has educated *his* children, and he feels it a double tax to be compelled to educate a second generation; or, it may be, he has failed properly to educate his own child, and he deems it an in-

fringement of individual rights to be obliged to do for another what he failed to do for himself. Still another is rich, and prefers to educate his son under peculiarly favorable and select influences; and this he has a most unquestioned right to do; but this furnishes him with no excuse for withholding his means and his influence in elevating to the highest practicable point the character of those schools where the great mass of children must receive their education, if they are to receive any at all. All this class of individuals are disposed to confine their educational obligations within very narrow limits. Their support of public instruction is not generous and hearty: it is apt to be niggardly and unwilling. A part of this indifference grows out of false ideas, not merely of the *use*, but of the *right*, or ownership of property. All men are, in a much more direct and complete sense than they are disposed to admit, or than they conceive, *stewards*, possessors *in trust*, rather than in *absolute right*. Their title to property is by no means so *exclusive* as they seem to think. Perhaps I shall be justified for dwelling a moment on this point.

To any one who will reflect, it will appear that by far the larger portion of what we call property is not the immediate product of our own labor. Look upon the harvest which the husbandman calls his own; how little of it comes from his labor. It is the fertilizing soil taken, it may be, hundreds of miles away from the limits which mark his own grounds; it is the ceaseless flow of the stream, having its rise in the far-off hills; it is the over-hanging cloud with its rain and snow; it is the day with its flood of light; it is the night with its mantle of dew; it is the exhaustless storehouse of the air;—these are the agencies which furnish the *primary* and *natural* elements of his agricultural wealth. Then, as we have seen, there is the sea and its treasures, the rivers and their flow, the winds and their power,—doing their various services, not by the will of

man, and often not by any arrangement of his; pouring a tide of wealth into the treasury which he, in his arrogance, calls his own, but which is only loaned to him by the Chief Husbandman of the universe. Besides, there is the *knowledge* which he uses, which only in a very restricted sense he may call *his own*; acquainting him with the laws of vegetable life, with the secrets of fertilizing materials, and the most economical methods of procuring and applying them, with the principles and construction of various agricultural implements, and with the various improvements calculated to insure his success. Very little of all this is his by *absolute right*. All these exhaustless treasures, and multiplied helps were designed not for one man alone, or for a single community of men, but for the highest good of the race. Those who possess them, and the result of them, are the almoners, in trust, of Him who sendeth rain upon the evil and the good. They have, with certain modifications, which it is not material here to specify, only a life lease of them. The stream of wealth passes down from generation to generation, by a kind of natural order of transfer and entail, and no generation has any such absolute and inalienable right to property as will justify the withholding such part of it as may be required to secure the common benefit of it to contemporaries and posterity.

Horace Mann, in one of his educational papers, dwells eloquently and somewhat at length upon the idea of "trusted rights in property." I will quote, though not consecutively, a passage or two. "This great principle of natural law may be illustrated by reference to some of the unstable elements in regard to which the *property* of each individual is strongly qualified in relation to his contemporaries, even while he has the acknowledged right of possession. Take the stream of water. A stream as it descends from its source to its mouth is successively the 'property' of all those through whose land it passes. My neighbor who lives

above me owned it yesterday, while it was passing through his lands, I own it to-day, while it is descending through mine, and the contiguous proprietor below will own it while it is flowing through his, as it passes onward to the next. But the *rights* of the successive owners are not *absolute* and *unqualified*; they are limited by the rights of those who are entitled to subsequent possession and use. While a stream is passing through my lands, I may not corrupt it, so that it shall be offensive or valueless to the adjoining proprietor below." I may not divert its course, or withhold its flow, so that it shall be in any manner of less value to him, than it would otherwise be. My use of it is restricted, and must in no way interfere with his lawful use of it, when it shall reach him. This illustration will serve to show that, while, in a certain sense, a man has an unqualified use of his property, in other and very important senses he is bound to regard the right and well-being of his neighbor.

A similar illustration will be found in the case of the light, the air, the rain, the dew, and the multitudinous invisible agencies of nature which constitute the indispensable elements of nearly all that which we call "property." "These great principles of natural law which define and limit the rights of neighbors and contemporaries are incorporated into and constitute a part of the civil law of every civilized people; and they are obvious and simple illustrations of the great prevailing laws by which individuals and generations hold their rights in the solid substance of the globe, and in the elements that move over its surface." All these rights we hold subject to modification growing out of preceding and succeeding generations. Our right, any man's right, in these is defeasable and limited, and not indefeasable and perpetual; and this, too, irrespective of the manner by which he may have come into possession. *He is bound to use it so as not to impair the value which it may be to others,* "either by commission or omission."

The reflections heretofore hinted at show us how very small a portion of any man's wealth he can claim as the result of his individual, unaided labor. "He is only taking his turn in the use of a bounty bestowed *in common*, by the Giver of all, upon his ancestors, himself, and his posterity; a line of indefinite length of which he is but a point." Besides, the assumption that a man may do what he will with his own, might be well founded, were the man so isolated from every fellow-man that no act of his could by any possibility affect the interests or well-being of any other man. But precisely the reverse is true. He is bound by indissoluble ties to those who have gone before, and to those who are to come after him. He cannot isolate his individuality. He cannot disconnect himself from the thousand relationships which hold him to those around him. The avenue which leads back from him, has been filled with benefits by those who preceded him; and he is obligated to transmit these with undiminished value to those who shall follow. A distinguished philosopher has said, "We may as well attempt to escape from our own personal identity, as to shake off the three-fold relation which we bear to others; the relation of an associate with our contemporaries, of a beneficiary of our ancestors, and of a guardian to those who, in the sublime order of Providence, are to follow us. Out of these relations manifest duties are evolved. The society of which we necessarily constitute a part, must be preserved, and in order to preserve it, we must not look to what one individual or family needs, but to what the whole community needs; not merely to what one generation needs, but to the wants of a succession of generations."

Each successive generation has claims, not only upon the affection and care, but upon the property of each succeeding one. Each child that is born has a claim for food, for raiment, for shelter, for culture, upon the community where it first sees the light and breathes the air. He has as

inalienable a right to these as he has to open his eyes to the day, or to fill his lungs with the breath of the morning. His right or claim for nourishment, for raiment, for education, is founded upon the three-fold sanction of natural, moral and civil law: and *property* must secure the right or answer the claim. Every child born is *entitled* to so much of property,—not always, not *generally in kind*,—as shall accomplish the most complete development of those powers and faculties which God has given him for the purpose of securing the greatest amount of happiness for himself and his fellow-creatures. No human enactments can invalidate the claim; no subterfuge of selfishness or sophistry can evade it. Every child has as *absolute a right* to an education as he has to his life: and every community is as much bound to provide the one as to protect the other. Yea, neglect in the one case is even more culpable than in the other, by so much as the soul, which we cannot kill, is of more value than the body, which we can destroy. It may be, it undoubtedly is, a fair question, how far this education shall be carried; just as it may be a matter for consideration how sumptuously a child shall be fed, or how richly he shall be clothed. When food ceases to promote health and growth, or raiment ceases to be useful, it may properly be withheld. By the same rule we may properly suspend his education when it ceases to be of any advantage to him. When a child knows so much that it is neither wise nor prudent for him to know any more, the obligation of property to educate him any further will cease, and not till then. I apprehend that it is sometimes limited to a point *very much within this!* And yet this point would naturally vary under different social and political organizations. In our own State and nation it could not safely be limited to any point less than that which should teach the child how best to perform individual, social, civil and moral duties which will inevitably devolve upon every enlightened citi-

zen of a Christian republic. To deny to a child sustenance and care, is to consign it to death. To deny it an education is to doom it to a degradation worse than death. The laws against infanticide secure it from the former—our educational laws, with equally binding authority, rescue it from the latter.

“All moralists agree, nay, all moralists maintain, that a man is as responsible for his omissions as for his commissions,—that he is as guilty of the wrong which he could have prevented but did not, as that which his own hand had perpetrated. They, then, who knowingly withhold sustenance from a new-born child, and he dies, are guilty of infanticide; and by the same reasoning, they who refuse to enlighten the intellect of the rising generation are guilty of degrading the human race! They who refuse to train up children in the way they should go, are training up incendiaries and madmen to destroy property and life, and to invade and pollute the sanctuaries of society!” “If the mind is as real and substantive a part of human existence as the body, then mental attributes during the period of childhood demand provision at least as imperatively as bodily appetites. The time when these respective obligations attach, corresponds with the periods when the nature, whether physical or mental is needed. As the right of sustenance is of equal date with the birth, so the right to intellectual and moral training begins at least as early as when children are ordinarily sent to school;” and they by whom property is represented, are wofully blind to their best moral, social, and material interests, if they fail to supply the youth of the land liberally with the means for obtaining such an education as shall keep them from the squalid forms of poverty and destitution, from every grade of moral corruption, idleness, profanity, lying, theft, licentiousness and debauchery; from disregard of proper authority, from the madness of violence and misrule, from political

profligacy, and the seductive arts of unprincipled demagogues. Property should do this much as an act of self-preservation and security.

Again, it should do it as a matter of just reciprocity and political economy. The educated head is the most fertile of invention and expedient. The educated hand is the most productive and skilful. Property owes a large part of its existence to the knowledge which flows from the schools. Nearly all our labor-saving, wealth-accumulating machines were designed by men who never enjoyed anything more than a common school education. The proper construction and application of our ploughs, seed-sowers and reapers, of our looms and shuttles, of our mechanical implements have nearly all of them come out of the school-house. The philosophical principles which guide and govern the modelling of our Dictators and Dunderbergs, and all the enginery both of peace and of war, had their elucidation on the slate of the village school-boy. Many and many of those things which distinguish us as a manufacturing, commercial and thriving people, had their origin in the mathematical problems, in the geometrical diagrams, and the algebraic formulæ taught in our free schools. A thousand perfected processes, now conducted by the ignorant and unlearned, have been thought out by those who have enjoyed the advantages of these institutions. Very many are not aware how much they owe, and how directly they owe it, to our public schools. "Whence came the arts and sciences, the discoveries, without which, and without a common right to which, the valuation of the property of a whole nation would scarcely equal the inventory of a single man?" Whence came that application of knowledge which increases our harvests, that application of power which throws so profitably our shuttles, and plies so industriously our looms? Whence came that mysterious reading of the stars, which makes the traversing of the oceans a possibility; that wonderful ad-

justment of forces and balancing of powers which make a free republic a blessing and not a curse? Whence came they but from those habits of thought, of discipline, of patience, of perseverance, born and moulded in our free schools? Not a yard of cloth could be printed without a knowledge of chemical combinations and affinities. Not a single turbine water-wheel can be builded that does not involve in its construction principles of the most abstruse mathematics: and yet the simple farmer-boy, holding at his plough, and whistling as he drives, is not more ignorant of the universal laws which govern vegetable growth, than are the great mass of men unmindful of the obligations which they owe to the skill, the patient thought, the perseverance evolved in our free schools. The man of property, and without children, "no interest in schools!" It would be a just retribution if he could be brought sorrowfully to *feel how much he owes them.*

Again, the protective, conservative power of the schools over property, furnishes another argument why property should contribute to their support. In them there is taught regard for the rights of others; the principles of humanity and general benevolence; public and private charity; industry and frugality; honesty and punctuality; "sincerity, good humor, social affection, and generous sentiments;" love of truth, of justice, and all the virtues which make society desirable and property safe. A few months since the emporium of these United States was made to feel the calamity of the absence of some of these restraining forces; more powerful than bayonets in holding in check the bad passions of ignorant men. We can never rightly estimate the potent conservative influence which is continually flowing forth from our schools, and which hovers like a guardian angel over our peaceful firesides, and around our unbolted doors. It is as gentle and unobtrusive as the light of the moon; and yet is as efficient as the artillery of the skies.

When we fold ourselves to slumber, like a well-organized police, it watches over us: when we go out to the field, the shop, and the counting-house, it follows, like a faithful sentry, to keep us from harm. How different would have been our condition to-day, had not arrangements for securing this beautiful yet efficient system of protection been early established by our Puritan fathers. The difference in the condition of the loyal and disloyal States at this hour tells us something of this. The constitution of the good old "*Puritanical*" State of Massachusetts declares (among other things) that "the encouragement of arts and sciences and *all good learning*, tends to the honor of God, the advantage of the Christian religion, and the great good of this and the other United States of America." On the other hand, Gov. Hammond, of South Carolina, in his annual message for 1844, said: "The *free school system* has failed. Its failure is owing to the *fact* that it does not suit *our* people, *our* government, and *our institutions*. The *paupers*, for whose children it is intended, need them at home to work"! Which of these two declarations has the history of the last four years proved true; or, to state it more emphatically, which has it proved *false*? Massachusetts with South Carolina—compare them if you can! Whence comes the contrast? Massachusetts *loves* free schools—South Carolina *hates* them! Massachusetts—that grand old pioneer of CHRISTIAN DEMOCRACY! Look at her as she stands to-day, with her foot upon Plymouth Rock, and her hand upon the summit of her Blue Hills; "with cunning in her ten fingers, and the strength of Hercules in her right arm;" with the light of a christianized intellect upon her brow, and the adamant spirit of old Miles Standish, Elder Brewster, and Samuel Adams filling her soul! On her side are the school-house, the church, divine justice, universal liberty, human progress, economic laws, and the triumphant energies of a people intelligent and free! Against her are "the powers of Hell"—but *they shall not prevail!*

By reports which have reached this office during the past two years, from several of the Southern States, it is *statistically proved* that wherever "free common schools" have been established upon the broadest and most liberal basis, and have been heartily sustained, there has been found the most "cordial, immovable, self-sacrificing attachment to the Union," and that it is only where the mighty, life-giving, health-preserving, moral, conservative influence of *free schools* has been *ignored and despised*, that malignant traitors, inflated with pride, and impelled by mad ambition, have duped the masses of the ignorant, introduced the corrupting vice of disregard for constituted authority, and infused the damning virus of treason throughout the whole body politic. The unholy war which now rages has taught a nation the *value* of free schools—not indeed by the eloquence of truth, but by the roar of artillery; not by "glittering generalities," but by the stern logic of events. It assures us also, by signs which can not be misinterpreted, that if we desire to preserve and to transmit unimpaired those other things which we call *free*, we must continue to establish and maintain our schools in still greater numbers and efficiency.

THE RELATION OF THE HOME TO THE SCHOOL.

While it is justly claimed that there has been a very great improvement in the condition of our schools, as compared with what it was fifty years ago; yet when we remember how much has been written and spoken and done to accomplish this change—the vast amount of earnest thought, of zeal, of enthusiasm, of patient labor expended,—it must be confessed that the result is by no means commensurate with the effort made to obtain it. The engine has worked sluggishly, laboriously, with side motion and friction; but with very much less progress than the power

which was applied promised. What has been the retarding force? What is the chief obstacle which has kept back the car of educational progress, until those who have had the train in charge have, at times, almost lost hope of bringing it to the terminus of a broad, well-laid, thorough, universal education? The opposing power is undoubtedly complex. The obstacle is many-sided. But the one persistent hindrance, the ever-obtruding obstruction, is the fact that parents do not rightly comprehend the obligation which rests upon them *primarily* to secure for their children the best possible education—that it is an obligation imposed upon them not by the child, nor by man, but by Him who first set men in families. *Parents do not co-operate with the teacher as they ought in the education of their children.* By this it is not here meant that they do not furnish a commodious school-house, constructed after the most approved model, located in the most advantageous spot, supplied and surrounded with whatever will make it the most convenient and attractive; that a teacher thoroughly qualified and liberally compensated is not provided—that text-books of the most popular issue are not furnished, nor that the school is not visited, and the teacher is not sustained in his methods and effort of teaching and disciplining. None of these very common, and too often very just, charges are made. The delinquency lies back of all this. It is antecedent, broader, deeper, more vital. This neglect of co-labor is not in the school-house, but at the fire-side. It grows partly out of a natural disposition to evade justly imposed obligation, and partly out of a very prevalent error concerning the essentials of a good education. Most men, if asked what they intend by the phrase, a good education for a boy or girl, would reply, a thorough knowledge of those branches usually taught in our public schools. A very little observation and reflection will show that this is not necessarily true. The answer of the Greek philosopher, Aristippus, was much

nearer the truth—that youth should be taught “those things they will need most to use when they become men.” It is not the boy who has during his school days acquired the greatest amount of knowledge, who is the most thoroughly educated; but it is he who, while he was acquiring this knowledge, has had secured to him, or rather, by the help of others, has secured for himself the most complete development and discipline of all his faculties and powers of mind and heart. Reading, writing, arithmetic and geography are well—they are important. But habits of patient thought, of careful observation, of critical discrimination, of judicious decision, are better,—they are indispensable. However much a boy may have acquired of the former, if he has not succeeded in laying a foundation for the upbuilding of the latter, he is illy qualified for the duties and trials of life. He is poorly educated. It is precisely here that we err in our estimate of the value of the *education* of those who are designated as “self-made men.” They are deficient, as we say, in academic culture; but they are men of strong minds, and stronger wills; thoroughly trained and skilled in the application of knowledge to useful purposes. They may be unable to translate Greek and Latin, but by an invincible determination, in the face of obstacles, and under difficulties, they have placed their understandings in contact with cultivated intellect, and have succeeded in establishing mental habits, which qualify them to be interpreters of men and nature. The particular process by which one becomes a man, is of much less consequence than the fact that he *is* a man. Boys can not be taught too early that the most of every man’s manhood is secured by the habits of his boyhood. Often the best part of a child’s education is progressing when both he and his teacher are unconscious that he is doing anything in that direction.

But how shall parents most successfully co-operate with the teacher to secure the educational advancement of the

child? The very first thing to be attempted is to establish in the mind of the child a reverence for rightful authority, and a habit of prompt and cheerful obedience. One of the earliest manifestations of every child is, that he is possessed of a will; a power to choose or not to choose, to do or not to do,—a power more or less strong and impulsive in different individuals. Before entering upon any course of moral and intellectual training, for they are intimately associated, the parent must obtain the entire, unqualified, *habitual* submission of the child to parental authority. This is the *sine qua non*—the base of future safety and success. The parent should insist upon this submission, not for himself, but for the relation which he holds to the child. There is a natural tendency in most children to a spirit of insubordination, more or less flagrant. We see an exhibition of it in all our families, in all our schools, and in all our communities—a *prevailing disregard for constituted authority*. It is full of peril to our domestic, social and civil organizations.

Very few parents seem to be aware what a wonderfully modifying influence it has upon the moral and intellectual character of a child, early and permanently to establish within him the idea of the propriety and necessity of yielding his will to the will of another. The boy is to obey his father not so much because he loves him, or because his choice harmonizes with parental discretion, as because he is under *obligation to obey*; and the father is under a like obligation to see that he *is* obeyed. This mutual obligation grows out of the abstract relation of authority to obedience. It is heaven-imposed, and cannot be disregarded with impunity. Let every soul be subject unto the higher power. For there is no power but of God; the powers that be are ordained of God. Whoever, therefore, resisteth the power, resisteth the ordinance of God.

Parents are tempted to postpone the matter until it is too late. They are prone to imagine that during infancy,

and the tender years of childhood, the will of the child is too feeble to be made a matter of very careful and faithful discipline : but by and by, when it becomes older, "it must be *made* to obey." This is a very common and sad mistake. If they would save themselves from trouble, and their children from peril, and *avoid the risk of failure*, let them nip the very first budding of an insubordinate spirit. Spare no pains to establish early a *habit* of cheerful, unquestioning, prompt submission to parental authority. Of course, this authority should be exercised judiciously, and under an abiding sense of responsibility to the source of all authority. But this is the duty of the parent and not of the child. Never allow a child to question the command, or to disobey it with impunity. But the command may be wrong. True, but disobedience is not the way to correct it. By this, I do not mean that a child should not have a reason for his obedience. Children are reasoning, if not always reasonable, beings ; and that child is to be pitied who cannot find his motive for obedience in the manifest and constant regard of his parent for his highest good.

Submission to authority is the initial point in all moral discipline ; and no teacher, worthy of the name, has failed to perceive how directly the moral and intellectual natures of children sympathize with each other, and react the one upon the other. Children, like men, delight in having their own way, in yielding to the impulse of their own wills ; not always, perhaps not generally, at first, because they are viciously inclined, or find pleasure in disobedience, as such. But the habit once established is fatal. The will becomes the master, and is then a tyrant. All power of self-control has departed. They are the easy victims of depraved appetites and vicious indulgencies, without strength of purpose or capacity for anything but evil—a dangerous element in a free republic. The history of the last few years demonstrates that we have already an abundant supply of

it. There is a false impression both with parents and children, that this process of disciplining the will is humbling if not debasing to the child—that there is something of dignity and manliness in the free license of a strong impulsive will. The vulgar boast, “you may win, but you cannot drive me,” is proof of this, flaunted by the child and too often approved by the parent. It is taken as an evidence of strength. Precisely the reverse is true. It is an evidence of weakness—for rightly interpreted what does it declare? “I am weak enough to be wheedled by your arts, but I have not strength of purpose enough to subject my will to rightful authority.” “I am feeble enough to allow my caprice to supplant my good sense; but I am not strong enough to compel my convictions of right to wrestle with and overcome my stubborn impulses.”

Besides, in securing a habit of prompt and cheerful obedience, there is at the same time secured to the child, a habit of self-control, which will do more towards insuring a rapid moral and intellectual training than any other one thing. *It is the item to be insisted on.* How different would be the condition of our schools to-day, had not parents so sadly failed of their duty in this regard. This duty is not always easy—it is not always pleasant. There is no duty that is *always* so; but it should be remembered, *that it is the very highest moral attainment, when we come to do our duty because it is our duty.*

Another method by which parents may co-operate with the teacher is, by establishing in the child a consciousness of self-respect. Make him realize that every delinquency is injustice to himself—that whenever he violates authority he practices self-debasement—that his whole moral nature is insulted and outraged by every act of disobedience. Let him see at all proper times, and by all proper means, that obedience is not so much a favor yielded to the governor, as it is a positive good accomplished for the governed. For

besides commanding the respect of others, he thereby possesses himself of a calm and steady self-control and the approval of his own conscience. Such a possession fore-arms him against temptation, insures virtue and intelligence, and the consequent blessings of individual and social order and happiness. It is the best promise and guarantee of such a manhood as our country so much needs in this dark hour of her history — broad-shouldered, symmetrical, self-reliant, tenacious, genial, benevolent and wise.

Moreover, children at home should be taught habits of industry, which they will be *sure to take with them to school*. Diligence here invariably secures diligence there. Furnish them *regularly* with something to do; some light, agreeable employment, adapted so far as may be to their tastes and years: insisting, also, that whatever is attempted shall be done *well*. Let the daughters assist in the various domestic duties, taking their turns so that such assistance shall not become irksome. Make them accomplished house-keepers in every department. Let the boys be likewise employed out of doors. Do this not for the sake of the assistance, *but for the children's sake*. Teach them the value of *industrious habits*, and the worthlessness of *idle habits* — that the first are to be practised as a virtue, and the last to be avoided as a vice. Do not keep them continually at work. Allow ample time for play, both in-doors and out, and when practicable join them in their sports. Do not confine them too closely, either at work or study. This would do violence to their natures, and prove an indiscreet restraint upon the buoyancy and joyousness of youth, and would certainly result in evil. The aim should be to see that employment and not idleness is the *habit*. This accomplished, and the irksomeness of *tasks* is removed. Business, whether physical or intellectual, becomes a pleasure; and both scholar and school-master are relieved of half their burden. Be sure and keep your children from the street and highway, *and at*

home during the evenings. Make home both attractive and profitable. Take pains for it—it is a duty. Do these things, and thereby lay up joys for yourselves and inestimable blessings for your children—remembering that the influence of *such education* is not limited to the individual family. Children are not educated until they catch the charm of such influences. They are felt also by the neighbor, the sojourner, and the passer-by. Silently, but with energy, they mould society; securing boundless treasures of good to the country and the world.

Parents should be careful, also, to secure habits of punctuality, requiring everything to be done at the right time, as well as in the right way. See to it that the children are sent punctually, as well as regularly, to school. So far as practicable keep your children tidy and clean. Rags and a dirty face have a terribly demoralizing influence. Slovenly moral and social habits grievously retard intellectual improvement. Keep the consciences of children tender. Teach them not only to *fear* to-do evil, but to *hate* to do it. Make their love of truth deep, strong and abiding. Furnish them with high and worthy motives for endeavor. In no other way will parental co-operation prove half so effectual in the advancement of education, as in these thus indicated.

It is in vain to reply that most parents are not qualified for all this. It is not true. There is no father, however humble his capacities, or however limited his attainments, but can require and insist upon prompt and implicit obedience. There is no mother, however burdened with household cares, but can teach her daughter the folly as well as the wickedness of uttering an untruth. Parents, however straitened, can form in their children such habits of obedience, of diligence, of probity, of cleanliness, of sobriety, as shall thoroughly equip them for the battle of life, making conquest easy and triumph complete.

Parents do not meet the question nor escape duty, by any excuse for not thus co-operating with the school in the education of the child. Indifference lessens neither their responsibility nor their power. Some kind of influence they must exert over the child, whether they will or no. It is for them to determine, whether it shall be of such a nature as shall aid the teacher, and promote educational progress, or whether it shall hinder every attempt at culture and discipline, and so retard and utterly stop all moral elevation and intellectual attainment. I desire to bring this to the attention of every Rhode Island parent: *Neglect of parental obligation at home is the one obstacle, in magnitude beyond all others, in the way of educational progress in this State.*

INSTITUTES.

The R. I. Institute of Instruction has holden the usual number of meetings during the past year in different parts of the State. These gatherings have been well attended both by teachers and the public, and an increasing interest has been manifested in the exercises and lectures. I do not understand how any teacher, who has any respect for the dignity of his profession, or any proper appreciation of the responsibility of his office, or any desire to keep alive his educational zeal, and to kindle afresh his enthusiasm, or who has any disposition to co-operate with his fellow-laborers in the noble cause of education, can fail to be often present at these teachers' meetings of conference and counsel, and occasionally, at least, to participate in the discussions. The attendance upon these Institutes always embraces the best qualified, the most energetic, and the most successful teachers: and the intelligent trustee, who is looking for the right man in the right place, will do well to inquire, before he engages his schoolmaster, *if he attends the Institute.* The measures which are inaugurated will, I think,

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render the meetings of this association still more effective in their influence upon educational reform.

THE R. I. SCHOOLMASTER.

This valuable educational journal still maintains the foremost rank in its class of periodicals, and is every way worthy of the increasing patronage of teachers, and the friends of education and of the benefaction of the State. Successful efforts have recently been made to increase its circulation, both within and without the limits of this Commonwealth. Flattering testimonials of its value, and of the high esteem in which it is held, have been received from some of the best educators in other States. This is alike creditable to the State, and complimentary to the gentlemen who have the publication under their immediate charge.

THE NORMAL SCHOOL.

The accompanying report of the Board of Trustees will exhibit to you the doings and condition of the school during the past year. Its numbers are small. This is no fault of the school, or of the teachers. *It is the misfortune of its location.* In an urgent appeal, issued last spring, and in their present report, the Trustees earnestly request your honorable body to consider the *propriety* and the *necessity* of removing it to a more central location, where *success* would be *certain*—where it would have more increased facilities for accomplishing its legitimate work, viz., to furnish a supply of teachers thoroughly instructed in the principles of their profession, and trained in the discharge of their important duties. The demand for such teachers is constantly increasing, and when this war ceases, it will be imperative both at the North and South. Everywhere these schools are growing in favor—everywhere they are receiving that encouragement and aid which they so justly merit. The testimony

of every educator, and of every educational journal, with which this office is in communication, is *unqualified and emphatic* on this point. These Normal schools are *distinct* in their character; and every attempt to graft them upon a purely *academic* institution has proved more or less a failure. The experiment does not require to be repeated here. History has proved it a mistake, and no wise man will listen to prophecy for encouragement. The day has passed in which to enter upon a general discussion of the wisdom and economy of maintaining these institutions in any State manifesting an enlightened disposition to educate its youth in the best practicable manner. To do this would be to call in question the integrity of any ordinary man's observation and intelligence. It is confidently hoped that Rhode Island will not be the first to dispense with the advantages of a Normal school. For the views and wishes of your Board of Trustees of the State Normal School, your attention is respectfully directed to the Appeal which will be distributed to your honorable body.

In the Appendix will be found the reports from the several towns. Some of them are exceedingly interesting and instructive.

CONCLUSION.

"The SALVATION of a republican and democratic form of government, depends upon the *virtue and intelligence of the PEOPLE* to whom its administration is committed." This is our national maxim. It is the utterance of a heavenly wisdom, echoing out of the arches of the skies, and saying unto each one of us,—These words which I command thee this day shall be in thine heart, and *thou shalt teach them diligently unto thy children*, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up; and

thou shalt bind them for a sign upon thine hand, and they shall be as frontlets between thine eyes, and thou shalt write them upon the posts of thy house, and upon thy gates. Let it serve at once as a pledge and as an inspiration during these eventful days, when the truth of it is receiving a fresh baptism of blood. Let it nerve us to new endeavors in the sacred cause of virtue, learning and religion, until the institutions which these sustain, shall be builded up, a monument of grandeur to be seen across the longitudes of the earth, dedicated by a peculiar people, zealous of good works, to God and Truth, to Justice and Liberty. Let its spirit of true patriotism leap in our veins. Let its pure and purifying light illumine our path, until its scattered rays shall be gathered unto a new firmament of glory, over a nation ransomed, regenerated and FREE.

J. B. CHAPIN,
Commissioner of Public Schools.

PROVIDENCE, R. I., January, 1865.

REPORT OF THE TRUSTEES

OF THE

STATE NORMAL SCHOOL.

To the Honorable the General Assembly :

The Trustees of the Normal School ask leave to submit their Fourth Annual Report.

In the month of February, Mr. Joshua Kendall, the Principal, tendered his resignation, to take effect at the close of the summer term. His resignation was very reluctantly accepted ; and at the expiration of his term of service, your Board, finding it very difficult at the time to find the right man as his successor, he was persuaded to resume the duties of his office for the next two terms. He will therefore retire at the close of the present winter term. We very much regret this, as he has proved himself to be a man of fine abilities, of rich and varied scholarship, and a successful teacher. He possesses in a marked degree one of the essential prerequisites of an accomplished instructor, viz., *truthfulness*,—despising everything like sham, superficialness or pretence. We are very sorry to lose his influence in the State. It will not be easy to find a worthy successor, as it is indispensable that he should be a man of culture, of success in teaching, and of *legitimate Normal School experience*.

The present uncertain condition of the school increases this difficulty, and renders it especially desirable that your honorable body should give your earliest practicable consideration to the question of removing it to a more central and permanent location, as asked for in the memorial of last year.

Miss Ellen R. Luther, who was promoted to the office of First Assistant, more than a year since, has fully justified the appointment. She is all that we have reason to ask.

Miss Ellen J. Le Gro, who received the appointment of Second Assistant, proved to be a teacher of remarkable power, and more than met the high expectations of the Board. But at the end of her third term, having received the offer of a much more lucrative situation in the Young Ladies' Seminary, under Professor Lincoln, Providence, she resigned her place, which has since remained vacant. As it has proved, however, we have not needed the services of more than one assistant, and we are glad that so worthy a place was open to so worthy a teacher.

There are not so many pupils in the school as formerly, and in this respect it does not meet our expectations. But the causes of this decline are obvious enough. It is not because we have not successful teachers, for they are all that we can ask. Nor is it from want of sympathy and co-operation from the people of Bristol. They still maintain their original attitude of generous welcome. It is not that Normal schools are declining in popularity, or losing their hold upon the minds of experienced educators. They are everywhere gaining in public estimation. The chief reason for the decline of our school is, as we believe, that it is located so far away from the centre of railroad travel. Undoubtedly the increased expense of living, the fact that teachers' wages do not rise correspondingly, and the fact that other departments of labor are demanding more of the kind of talent needed in the school-room, all go to reduce

somewhat the attendance at the Normal School. But after making due allowance for these and kindred considerations, we are still compelled to believe that, if the school were returned to Providence, or located in its immediate vicinity, so as to give the pupils easier access, and an opportunity to board with friends in and around the city, as well as to profit by the greater opportunities for general intellectual culture, it would revive and reach its former prosperity.

Last year the Board presented to your honorable body a memorial, asking an additional appropriation, and authority to transfer the school to Providence. The committee to whom the memorial was referred, reported favorably, but the Assembly did not act upon it. We hope it will receive favorable consideration this year, and that among the institutions specially committed to your fostering care, Education will hold a high rank, and be deemed worthy of generous appropriations.

If it be wise to educate the people at all, it is wise to do it as thoroughly as possible. The revelations of the last three or four years show us something of the place which public schools hold in preserving the peace and liberty of the people. Had they been as common at the South as they are at the North, the masses could not have been drawn into the vortex of rebellion. That which would have proved a good preventive, will be an efficient remedy. The schoolmaster must be trained. His office must be magnified, and teaching be ranked among the noblest of the professions. We ought not only to secure the best methods of instructing our own youth, but also to provide a surplus of "thoroughly furnished" teachers, who by their skill shall be able to commend the profession and the cause to those who "sit in darkness" elsewhere. To this end, we are confident the Normal School is indispensable, and therefore hope your honorable body will make the necessary provision for its successful operation.

During the last four terms the total attendance has been 78, with an average of $19\frac{1}{2}$. The number of different pupils during the year was 48. The demand for Normal teachers during the last fall term far exceeded our means of supply, and of the eight young men belonging to the school, all but one obtained schools long before the term ended.

LIST OF BOOKS ADDED TO THE GENERAL LIBRARY.

Rhode Island Colonial Records. 5 vols.
Stephens' Travels in Central America. 2 vols.
Prescott's Conquest of Peru. 2 vols.
Palfrey's History of New England. 2 vols.
Parton's Life of Andrew Jackson.
Agassiz's Methods of Study in Natural History.
Cooper's Naval History.
Rhode Island in the Rebellion.
The Last of the Mohicans.
The Pioneers.
The Prairie.
The Deerslayer.
Bryant's Poems.
Whittier's Poems. 2 vols.
Report of the School Commissioner, for 1863.
Pennsylvania School Reports, for 1863.
United States Coast Survey, 1861.
California Educational Report.
Life of William H. Prescott.

ADDITIONS TO THE LIBRARY OF REFERENCE.

Appleton's New American Encyclopædia. 16 vols.

NEW TEXT-BOOKS.

Adams' Speller. 24.
Shaw and Allen's Geography. 12.
Wilson's Punctuation. 10.

ADDITIONS TO THE APPARATUS.

1 Smee's Battery.
1 Dipping Needle.
Apparatus for the decomposition of water by Galvanic Battery.

The following disbursements have been made during the year, viz.:

RECEIPTS.

Balance of annual appropriation for 1863.....	\$86 06
Appropriation, 1864.....	2,500 00
	<hr/>
	\$2,586 06

EXPENDITURES.

Salaries of Teachers	\$2,198 61
Expenses of Trustees.....	26 90
For Apparatus.....	6 87
Insurance for five years, ending 1869.....	22 00
Books for Library.....	71 67
Silliman's Journal.....	10 00
	<hr/>
	\$2,336 05
Unexpended balance.....	250 01
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	\$2,586 06

Respectfully submitted.

In behalf of the Trustees,

JOHN BOYDEN.

JANUARY 2, 1865.

APPENDIX.

EXTRACTS FROM SCHOOL REPORTS.

PROVIDENCE COUNTY.

PROVIDENCE.—In accordance with the duties of our appointment, the School Committee respectfully present the following :

To the Honorable the City Council of the City of Providence :

When we contrast the present condition of our Public Schools with those which existed in the year 1800, in our city, we take a hopeful glance at the future.

Then we were a population of about 8000, and four schools, deemed excellent, by the standard of those days, were sufficient for the mental demands of the time. Now we have a population of more than 50,000, and an attendance of more than 7,500 scholars. By the natural course of progression, the schools have kept pace with the increase of population, and the facilities for instruction.

While our schools have moved along in their usual course, the disturbing influences naturally attendant upon the distracted state of the country have made themselves manifest in the schools. The drain upon the adult population to supply the wants of the army has created a demand for juvenile labor to an unusual extent ; hence, in some of the schools, the attendance in the boys' department has been diminished, but the interest in them has been fully maintained.

The growing evils of truancy and absenteeism imperatively demand the creation of some restraining power which will check the tide of that terrible evil which is swelling all around us. What that power should be, we leave to your judgment and wisdom to decide. We are not unmindful this subject has been presented to the consideration of the City Council, and to the General Assembly, by the experienced and watchful Superintendent of our schools, but we cannot fully discharge our duty without once more urging it upon your most serious consideration.

The strength and endurance of the Government depends upon the intelligence and virtue of the people, and without the coöperating power of every department of the Government to the establishment of these, evil will supplant all the good, and, in time, anarchy and misrule will usurp the place of order and good government.

The success of our schools depends very much upon the coöperation of parental influence and general public sentiment, and it seems to your Committee that there is imperceptibility insinuating itself into the public mind, an opinion, as unsound in principle, as it is pernicious in its influence.

We frequently hear it expressed, that education is a luxury and not a right; that like any other subject of privilege and fortune, it is a thing of purchase. Such was not the view of some of the earlier friends of our advanced system of education. The late, and long to be lamented, Moses B. Ives occupied a position far removed from this. Says Rev. Dr. Wayland, in a discourse upon his life and character: "Mr. Ives took a deep interest in the cause of education, in all its departments. With every improvement in our common school system, his name is identified. From the date of the reform in our public school organization until the failure of his health, he was a member of the School Committee, and gave his time without reserve to the duties of this office. On no member of that Committee did a greater responsibility rest, and no one discharged that responsibility with a more single eye to the highest interests of the public. The principles by which he was governed are aptly illustrated by the advice which he gave to a former Superintendent of the schools of the city. Meeting him soon after his appointment he said: *"Never spend a dollar, unless it will advance the cause of education, and never withhold a dollar which will tend to this result. I do not care, in the least, how much I am taxed. The common schools of the City of Providence must prosper."*

There was one other, then in affluence and strength, but now in the tranquil repose of the grave, who gave the whole energies of his mind and heart to the cause of advanced public education, and, in defiance of every opposing influence, succeeded in establishing our schools on their present basis; and if one name in our annals should be wreathed with gratitude and honor by every child in the City of Providence, for the great blessings conferred by education, that name is John L. Hughes, the worthy successor of John Howland.

Without detailing the economy which attends our educational system, in comparison with the cities around us, we would simply say, that from our Grammar Schools and our High School, the wants of our mechanical and mercantile enterprises are supplied. The thorough education there obtained is made available in every walk of business, and the elevated positions of our Army and Navy, and in many of the departments of the Government, have been reached by the children of the poor and the rich, through the education received in

our Public Schools; a signal instance of which, the papers of this day record, in the triumph of one of our High School pupils in a competition, by candidates from all parts of the State, for the cadetship at West Point. The successful candidate was Richard E. Thompson.

In striking contrast with the profession and practice of the Fathers of our Free School system, and the sentiments which pervade the minds of the larger part of our population in regard to it, allow us to introduce an extract from the message of Gov. Hammond, of South Carolina, touching the subject of popular education.

"The free school system has failed. Its failure is owing to the fact that it does not suit our people, our government and our institutions. The paupers, for whose children it is intended, need them at home to work."

This declaration carries its lesson with it to every enlightened and philanthropic mind. Its presentation is all that is needed. All comment is unnecessary. Draw a line upon the map of our distracted and bleeding land, where the loyal is separated from the disloyal, and you will find the dividing mark where the free school vanishes, and the institutions to which they are not adapted rise into view. And as the terrible war, which now desolates and destroys, is seen in all its vast proportions, and the augmentation of our national debt stands revealed, and the full conviction is forced upon the mind, that this is the result of wrong views and acts in reference to public instruction, we are forcibly reminded of the words of Burke,—"*That Education is the cheap defence of nations.*" Appreciating this, our Fathers established our Free Schools, and in recognition of the same principle, Gen. Bridgham, the first Mayor of our city, used these words in his first inaugural address.

"The children of the poor, as well as the children of the rich, ought to be instructed both in *letters* and in morals, and no state of society can, in my opinion, excuse the neglect of it. The opulent cannot bestow a portion of their wealth more benevolently, nor, I humbly conceive, more for their true interests, than by applying it to this purpose. Without our free schools, a portion of the community are cast into obscurity, and oftentimes intellect of the first order is lost to the possessor and to the world. May we still continue to cherish and promote them, may we all be alive to their importance, and never on any account, *suffer them to languish.*"

Those who succeed us, in future years will read, with a feeling of surprise, our earnest words in defence of popular education, but while the evil exists in power, we must endeavor to present an antidote in force, lest the public mind and heart becomes deceased beyond the reach of cure. We would do everything within our power to sustain and support our public educational institutions, and thus enable our successors to say, as we can say to-day, that nowhere in New England do the schools for public instruction stand higher than in our city; and it is a subject of honest pride to know, that here the fountain of knowledge flows freely to all, that here the intellectual powers, untrammelled by the fetters of poverty, can grapple with mind in its

most favored estate, and that our school examinations so beautifully exemplify the equality of the Divine Government in the bestowment of intellectual gifts.

Guided by the cheerful counsels of our fathers and the best experiences of the past, let us avoid that withholding which tendeth to poverty, and carefully shun doing aught which will curtail their power. Let our streets be quagmires, but let our schools be highways of perfected grade and solid surface, leading to the loftiest reach of intellectual attainment, until our present elevation be but the alphabet of our future progress; until the future o'ersteps the present, as our present o'erreaches the past; until the principles of christianity are embodied in a faultless literature, recognizing only one common fountain whose waters shall be free to all, so that our common schools shall be

" Good enough for the richest,
Cheap enough for the poorest."

WM. M. RODMAN,
WM. H. PARKHURST, } *Committee.*
REUBEN A. GUILD, }

Providence, June 6th, 1864.

REPORTS OF THE SUPERINTENDENT OF PUBLIC SCHOOLS.

OFFICE OF SUPERINTENDENT, }
PROVIDENCE, July 24, 1863, }

To the School Committee of the City of Providence :

*Gentlemen :—*I am happy to report the continued prosperous condition of our schools. The High School and all the Grammar Schools are, in every respect, highly satisfactory; and the teachers are entitled to high commendation for their thorough, faithful teaching, and their mild, but decided discipline. The Intermediate and Primary Schools, with but few exceptions, have accomplished more than their usual amount of work, the past term. At the recent examinations there was very marked evidence, not only of improvement in methods of teaching, but there was manifest, greater wisdom and discretion in the discipline and government of the schools than in previous terms. We still have, however, a few *poor* schools, and shall continue to have, so long as we have teachers who are indifferent as to the results of their labors, or who are incompetent either to teach or govern successfully. There are some who have, undoubtedly, mistaken their calling. They wish to succeed, but for the want of a natural aptitude in imparting instruction, they fail in spite of all their earnest efforts. There are others who might be successful if they were entirely devoted to their work; if they would avail themselves of every opportunity for self-improvement, and were not only willing but anxious to adopt the best methods of imparting instruction and the most judicious discipline.

When a teacher is earnest, enthusiastic and faithful, a corresponding spirit will be awakened in his pupils. But a lifeless teacher,—one who goes to his school as to a task of great drudgery, who is often late, and when in school, performs just as little labor as will suffice to go through the routine of the regular lessons, and who often calls his pupils to hear recitations, while he is amusing himself with reading newspapers or in writing letters,—will most assuredly have a worthless school.

One great obstacle to the prosperity of our schools, and from which they have suffered more than from any other cause, except truancy, is the irregular attendance of the pupils. This is an evil that ought to be remedied. Were parents fully aware of the magnitude of it, they would willingly cooperate with teachers in checking it. The pupil who is absent, not alone suffers, but the whole class to which he belongs. Parents have no right, certainly, to ask that the teacher shall hear the lessons passed over while their children are not present at school, and if they enter the class they left, they must necessarily be unprepared to understand the lessons assigned them. In consequence of this, many become disgusted with study, or become inaccurate scholars, and leave school the earliest opportunity. I am well assured that if parents fully understood this subject in all its relations, they would not so readily yield to the importunities of their children by taking them from school.

Our school registers show the number of days and half days each pupil has been absent, as well as the number of times late, from the first day he entered school, until the last. Could this record be read by each parent, they would be surprised to find how much valuable time of their children had been comparatively lost.

The course of study from the Primary to the High School requires but nine years, and it *can* be completed in eight, or even less ; so that pupils entering school at five years of age, can be well fitted for the High School at fourteen, and this without any injury from hard study, provided they are regular in their attendance. At the last examination for the High School, while some were admitted at the age of twelve and thirteen, there was quite a number that were seventeen, and even older, and many were deterred from coming to the school at all on account of their age. There should be a remedy for this ; there is a grievous fault somewhere. The loss of two or three years of time in fitting for the High School, is too serious to be passed over lightly without inquiring into the cause. If parents have, in some cases, been too indulgent to their children in keeping them from school for trifling reasons, they should ponder well the serious consequences that must inevitably follow. And if pupils are kept back through the inefficiency, neglect or partiality of teachers, this also, should be remedied without delay.

It is with great satisfaction that I am able to report that the course adopted, the past term, in regard to truancy, has had a very decided effect in checking it. The number of cases have been diminished

somewhat by the earnest efforts of teachers. There are, however, a large number of boys between the ages of nine and sixteen, that are not attending any school whatever, but are, day and night, roaming the streets and becoming familiar with every form of vice and iniquity. They frequent our school houses, annoying the children, and enticing many, by their seductive arts, from school. Many of them seem to have no homes, but sleep in barns and unoccupied buildings. Our school houses have been repeatedly broken into, injured and defaced, and books destroyed by this numerous class of vagrants. Is there no power that can stay this tide of iniquity that is now threatening the peace of our city, as well as the prospects of our schools?

The terrible scenes that have been recently enacted in New York and elsewhere should warn us, in the most emphatic manner, of what we may expect, and that at no distant day, unless something be done speedily to arrest this fearful increase of youthful depravity. Would it not be well for a Special Committee of this Board to be appointed to confer with the City Council on the subject.

OFFICE OF SUPERINTENDENT, {
PROVIDENCE, November, 20, 1863. }

To the School Committee of the City of Providence :

*Gentlemen :—*The examinations of the several grades of schools, the past term, have been more than usually satisfactory. A large majority have fully maintained their former high standard of excellence. Some of those that have been regarded hitherto as inefficient, have made very perceptible improvement. There are yet a few which are decidedly poor, and which require only earnest, skillful and devoted teachers, to bring them up to the high standard others have attained.

The branches that have been the most successfully taught are Spelling, Arithmetic, Grammar, and History. The examination in Geography has been the least satisfactory. There was a defect in precision and accuracy. The knowledge acquired was indefinite and uncertain, too much time has been spent in useless details, and too little practical knowledge actually secured. There is room for improvement in this respect.

Penmanship and composition are not receiving that careful attention their importance demands. They ought to hold a higher place in determining the rank and condition of a good school. Pupils should not only begin to write earlier than they do at present, but greater care should be taken that they form no bad habits that require to be corrected in the higher grade of schools.

Our higher grades of schools have suffered, the past term, from the withdrawal of a large number of boys. In some instances, the necessities of parents have doubtless been the true cause, but in a large majority of cases it has been from a short-sighted and mistaken

policy. There has been such a demand for the labor of boys, and the compensation has been so great that parents have been tempted by the prospect of immediate gain, to sacrifice the permanent welfare of their children. From the want of a just appreciation of the high value of a good education, many parents make a sad and irreparable mistake in depriving their children of that school preparation and mental discipline so essential to success in after life. There is no truth in political economy better established, than that labor increases in value just in proportion to the degree of intelligence by which it is directed. The history of those who have left our schools for the last ten or fifteen years, fully confirms this statement. Those who remained in school and availed themselves of all the advantages of instruction and discipline, are now securing from fifty to one hundred per cent. more for their services than those who left school before they had fully completed the course of instruction.

Parents often allow their children to leave school when they complain that the discipline is too rigid, or the studies too hard. If a teacher happens to make a mistake in the government of his school, or to punish more severely than he ought, or should he appear to have any favorites, this is often deemed a sufficient reason for depriving a child, for a season at least, of one of the dearest privileges of childhood. Others leave school in order that they may, by some short or magic process, be instructed in all the mysteries of mercantile life, without the drudgery of hard study, or rigid mental discipline. Such prefer the full freedom of the city, where they can do as they please, to the wholesome restraints and necessary authority of the school-room. They seem not to understand that the best preparation for the arduous duties of active life consists in those habits of thought and reflection, which can be secured in no way but by a long and severe intellectual training. When children are allowed to be their own masters, at an early age, satisfactory results cannot be expected in school. Parental discipline is evidently growing more lax every year. The good old days of Puritanism have departed. Children are not now, as formerly, directed what to do, and required implicitly to obey, but they are rather asked if they will please do this, or be so kind as not to do that.

The modern language of the nursery will sound very queerly in the school-room; but from present indications this will soon have to be adopted. Teachers will not be sustained by parents in the maintenance of any discipline that conflicts with juvenile independence.

I regret to be obliged to report that the application to the City Council for an ordinance to check truancy and vagrancy has been unsuccessful. Other cities are able, by judicious laws, to protect themselves against one of the greatest evils that threaten their peace and prosperity. Why may not the same blessing be secured in the City of Providence? None but those who are brought in daily conflict with this frightful evil, can form any conception of its

magnitude. From the investigation I have recently made, I am perfectly satisfied that more than seven-eighths of all the poverty, insanity and crime of this city may be traced to the neglect of proper intellectual and moral culture. Our almshouses, our hospitals and our prisons will fully substantiate this statement. Truancy has recently received a slight check, but vagrancy is rapidly increasing. Hundreds and hundreds of youth, without any lawful occupation, may be seen daily in different parts of the city learning and practicing the worst vices. A fearful storm is rapidly gathering, and unless averted by proper means, will at no distant day burst upon the city with terrible fury. I would recommend that a Committee be appointed to petition again the General Assembly for the passage of some judicious act that will best protect our schools and secure the peace of the city.

It becomes my sad duty to announce the death of one of our teachers since our last meeting. Miss Julia H. Olney, after a very short illness, ceased from her labors, and, as we trust, entered into rest. She was a conscientious teacher and a truly Christian woman.

I would recommend that the thanks of this Committee be tendered to Dr. Usher Parsons, for the valuable present made to our school libraries of several copies of the life of Sir William Pepperell, which has been ably prepared by himself.

OFFICE OF SUPERINTENDENT, }
PROVIDENCE, Feb. 1864. }

To the School Committee of the City of Providence :

*Gentlemen :—*The close of another term reminds me of my duty to report on the present character and condition of our schools. So complete is their present organization, and so well established is the system under which they are governed, that no important change can either be expected or desired in a single term. By a slow and laborous process, they have been carried forward from a lower to a higher standard of excellence every year, till they have now reached that degree of efficiency which is unsurpassed by schools of similar grades.

Greater efforts seemed to have been made by the teachers, the past term, to ensure complete success, than ever before. The High School has never, during my acquaintance with it, done so much work, or done it so well. In each department, great credit is due both to teachers and pupils for the faithfulness and zeal with which they have performed their respective duties. The other grades of schools for the most part, have been equally successful. The present is undoubtedly a very critical period in the history of our schools. A crisis has now been reached which must be fairly met, and all the consequences both near and remote should be duly weighed and considered. One thing is certain, that our schools cannot be maintained at their present high standard, for the salaries now paid.

Within the last two years, these have been reduced by circumstances, wholly beyond the control of the teachers, more than one-third. Three of our male teachers have already resigned, and others are intending to do so as soon as they can make their arrangements. And those who feel compelled, for the present, to remain, will enter upon their labors, dispirited and discouraged, with no ambition to excel. The full effect of such depression upon our schools cannot be easily predicted.

If the prevailing tone of the public sentiment is in favor of suffering our schools to languish and to drag out a feeble existence for the want of proper support; if our Public Schools are not worth to the community what they cost; if our city would be more prosperous, or public and private property would be more secure and of greater value, if less money were expended for education,—now is the time to act upon this conviction. There may be higher and purer sources of prosperity for a city, a more permanent and enduring basis for all the blessings of civil and social life, than the moral and intellectual culture of the young; but the profoundest statesmen have not yet discovered them. It may be thought wiser that the whole energies of a people, both young and old, should be devoted exclusively to the acquisition of the means for present personal enjoyment and for the gratification of the appetites and desires of our lower nature, rather than the progressive developments and generous culture of our nobler powers; but such has not been the opinion of the wisest and best men in every age. The City of Providence has for a long time been distinguished for the excellence and superiority of her schools as well as for other worthy and memorable deeds. Her noble charities, which have been prompted by truly benevolent hearts, will form the brightest page in her future history. Shall there be aught on this same record, that her children for all coming time cannot read without a blush? To pull down and destroy is infinitely easier than to build up. The noblest structures that skill and genius have reared, which have been the work of years, and which have cost millions of treasure to beautify and adorn, have been, by vandal hands, in a few hours laid waste, and leveled in the dust. It is true that the present is peculiarly a time for personal sacrifices, and all should be willing to bear cheerfully their share of the heavy burdens that the Providence of God has laid upon them. But are there not interests so sacred, so valuable, so fundamental, to the welfare of any city, that they should be the *last* to be sacrificed?

It is yet uncertain what will be the result of the application to the General Assembly for the passage of a law to check the evils of truancy and absenteeism. The lower House has already agreed upon an act, which has been sent to the Senate, where it meets with strong opposition on the ground that it interferes with the rights of parents, and prescribes a penalty too severe for the offence. It is vastly easier to object to a proposed measure, and to defeat its passage, than to

substitute something better in its place. All that is asked is, that an adequate remedy for truancy may be provided. The milder the better—anything that will meet the case. The act asked for is not intended to invade the legal rights of any parent any farther than the greatest public good demands, and when this is the case, all personal and individual rights ought to be and must be surrendered. No child ever need be punished for truancy when his parents are anxious that he should be reformed. It is only when there are no parental rights to be enforced, or where parents refuse to enforce them, that a truant law is needed. But the facts are, parental rights are now invaded, and they ask to be protected in the full enjoyment of them.

Hundreds of parents have complained that their children have been enticed away from the school by habitual truants, and taught by them the first lessons in crime. And many of these cases are poor widows, who are obliged to leave their homes early in the morning to earn a scanty pittance for themselves and their children. And often does the fond mother, on her return home at night, find that her darling and hitherto innocent boy has been duped and persuaded by the arts of some malicious vagrant to run away from school, whither he had been sent, and to accompany him to haunts of vice. Such cases are by no means unfrequent. They occur at almost all our schools. Have not these parents rights as dear and sacred as any others that can be named? And does this plea of infringement of parental rights avail when a youth, convicted of petty larceny or some other minor offence, is sent to the Reform School? And can it be much longer endured that an innocent boy, an only son, and his mother a poor widow, can be waylaid and entrapped as he goes to school by some evil minded truant, and by the most seductive wiles enticed or forced away, and compelled to take the first step in crime? This is now done with impunity almost every day. And yet there are those who contend that there ought to be no law to punish such atrocious acts, for fear, forsooth, that the *rights* of somebody may be infringed.

Truancy is the beginning of nearly all youthful crime. It is the *first* step downwards. Boys do not first become vicious, and then truants, but they become vicious in consequence of being truants. This is the invariable order in the career of wickedness. Not a boy has been sent to the Reform School from this city, for years, who did not first become a truant.

It now costs nearly one-third as much to support the Reform School as it does to maintain all our Public Schools. And this expense is constantly increasing, and will continue to increase every year, until the passage of some judicious law to stay the evil that is fast assuming such gigantic proportions. It is the unanimous opinion, of the Superintendent and Trustees of the Reform School that the passage of such a law would very materially lessen the number of commitments. It is proposed by some to erect a building expressly for truants and idlers; but it would be unreasonable to ask of the State or city the

required means, as there is no probability that it would be necessary to send more than half a dozen in a year to such an institution.

As two of the teachers of the male department of the High School have resigned, I think some changes can now be made with advantage; and I would therefore recommend that hereafter there be but two rooms, one for the Classical and one for the English and Scientific, and that an Assistant be employed, who shall instruct such classes in the Junior room as may be sent to him from the other departments. This will not in the least impair the efficiency of the school, and will be a considerable saving in the expense.

OFFICE OF SUPERINTENDENT, }
PROVIDENCE, May 6, 1864. }

To the School Committee of the City of Providence :

*Gentlemen :—*Our schools have suffered, the past term, from the great number of changes that have taken place both among teachers and pupils. Several teachers have been compelled to leave their schools on account of ill health, and some have resigned to accept of more lucrative situations. And the demand for labor has been so great and so remunerative that parents have often been induced to take their children from school long before they had completed the course of instruction prescribed. Most parents live long enough to regret deeply their folly and want of foresight in removing their children too early from school, unless they are compelled to do so by a stern necessity. There have also been several exciting subjects before the public, which have distracted the minds of teachers and pupils, so that it was not expected that the examinations would be as satisfactory as in previous terms, but the results have been much better than was expected. While a few schools have suffered, the majority have maintained their former high character. Some branches of study have been better taught than ever before. Penmanship and Geography have received special attention, and many of the Grammar and Intermediate Schools are deserving of high commendation for the great proficiency that has been made in these studies.

There has been a marked improvement in the government and discipline of our schools the past year. Corporal punishments have been less frequent and very seldom severe. There yet remains much to be done to increase the moral power of the teacher and to render an appeal to physical force less necessary. There has not always been that mutual active coöperation between parents and teachers, that ought to exist to secure the best results. The relation between them should be of the most confidential and familiar character. They are now too prone to regard each other with suspicion and distrust. Parents, from their willingness to listen to any and all complaints that are brought to them by their children, often unconsciously become so prejudiced and biased in their judgments as to condemn teachers, without even carefully examining into the truth or falsehood

of the charges brought against them. And teachers are not always as conciliatory and courteous as they might be, when parents make inquiries of them in regard to the instruction of their children or their mode of discipline.

Our schools would be very much benefitted by more frequent visits of parents during the term. The records show that but few ever enter our schools except at some examination. This ought not so to be. In no better way can parents show their deep interest for the welfare of their children, than by often listening to their recitations in the school-room. Teachers are thus encouraged in their arduous work, and pupils are stimulated to a greater diligence in their studies. In one of the best schools I ever visited, it was the custom for some one of the parents to visit the school almost every day. By such frequent visits parents will be able to judge for themselves, not only of the capacity of the teacher to govern the school, but of his method of instruction, his fidelity in the discharge of his duties ; and particularly will they become acquainted with the trials and difficulties that teachers have to encounter ; and instead of listening to every fancied wrong reported, and often exaggerated by the aggrieved sufferer, they will be able to ascertain the whole truth before forming an opinion in any particular case. Where there is perfect harmony between parents and teachers there is seldom any difficulty in the discipline of the school.

There are also duties and defects in teaching, of which teachers should often be reminded. The besetting sin of many teachers is their proneness to ridicule their pupils, to make invidious comparisons, and to provoke them to wrath by bitter sarcasms and vulgar epithets. I have referred to this subject before, and I regret to say, that it is still practiced in some of our schools. To succeed, a teacher must gain the confidence and affections of his pupils. He may have the most splendid talents, the most profound and exact knowledge, and may be earnestly devoted to his work, but without this, the most vital element to success will be wanting. And this can be secured only by a kind, urbane and courteous manner in the school-room. There must be some sunshine in a teacher's soul, a warm and glowing sympathy that will excite corresponding feelings in his pupils. If he is cold, distant, and repulsive, he can never reach the heart. And if he would enkindle any enthusiasm or awaken any zeal into his pupils, there must go forth a kind of magnetic influence to every member of the school ; and the tones of his voice, and the expression of his countenance must indicate the kind and sympathetic spirit within. An irritable, nervous teacher, who is ever fretting and scolding his pupils for every omission or neglect of duty, has no moral power whatever in his school. The most successful disciplinarians are those who are calm, equable in temper, kind and dignified in their intercourse with their pupils, firm and decided in maintaining the right, and who can administer reproof and correction without giving offence. This should be the constant aim and study of every teacher.

There are also other faults from which some of our best teachers are not always entirely free. It is not a rare thing to hear, even in the school-room, errors in pronunciation and in the use of language. The rules of orthoepy and of grammar, which pupils are required to learn accurately, are violated almost every day. Such faults should be avoided. Teachers should be models in their schools in everything that pertains to elegant scholarship. A correct standard of pronunciation should be on every teacher's table and consulted daily. Low, obsolete and cant phrases should never form any part of the teacher's vocabulary. These should be most assiduously guarded against. None but the most refined and chaste language should ever be used in school. None other should be tolerated in teachers or pupils.

One of the most obvious defects in our schools, at the present time, is the want of a clear and distinct enunciation in reading and speaking. There is no higher accomplishment than the ability to read and speak with ease, distinctness, and graceful utterance. This can be acquired by all proper culture. It should be commenced in our lowest schools and continued by daily training through the whole course. Several teachers have already given special attention to this subject with satisfactory results.

The number of pupils admitted, the past term, is much smaller than usual. Nearly four hundred have left for the Catholic schools. One room has already been closed in State street, and one in Walling street; and it will be necessary to close two or three schools, the next term.

There has been some increase in the number of pupils in the Third Ward, which will require the opening of the lower room in the Engine House on Transit street.

The school in Federal street has been so much diminished by removals, that the proposed enlargement of that building can be deferred to another year.

It becomes my painful duty to announce the death of one of our most valued teachers. Miss Ann M. Angell, Principal of the Ring street Primary School, after a brief illness, has been, in the midst of her labors, called to her reward. Few teachers have possessed rarer qualities of the intellect or of the heart. Few have left behind them more endearing recollections to be cherished by their surviving friends.

The reports from all the schools furnish the following statistics: The whole number registered is 7,694; 243 have been received into the High School, 2,045 into the Grammar Schools, 1,947 into the Intermediate, and 3,459 into the Primary Schools.

All of which is respectfully submitted,

DANIEL LEACH,
Superintendent of Public Schools.

HIGH SCHOOL.—BOYS' HIGH SCHOOL.

EXAMINATION OF THE FIRST CLASS—CLASSICAL DEPARTMENT.

Questions on Virgil and Latin Grammar.

1. Translate *Æneid*, II, 771-789.
2. Scan lines 771-780, and prove every quantity in line 774.
3. Account for the gender of *fine*. Inflect Indicative Present of *furēti*. Give the principal parts of *obstupui* and *haesit*. Decline *faucibus*. Give all the parts in use of *fari*. Give the principal parts of *juvat* and *sinit*. Compare *superus*. Give the principal parts of *fluit* and *pelle*. Account for the gender of *nurus*. From what verb does *genetrix* come, and what is the corresponding masculine?
4. State the subject and the predicate of the first sentence. Account for the gender and case of *nota*. Give the rule for the dependence of *affari*. State the subject and the predicate of the clause *nec—fas*. Give the rule for the case of *tibi*. State the predicate of *ersilia*. Is *Creusae* in the objective genitive or in the subjective genitive? Give the rule for *servitum*. Account for the case of *nurus*. Give the rule for the case of *matribus*.
5. What land is meant by *Terra Hesperia*? Why so called? Explain the epithet *Lydius* as applied to *Thybris*. How was Creusa the *nurus Veneris*? Who was the *Genetrix Deum*?
6. Write in Latin:—April 12th; May 10th; June 20th; July 4th; August 4th.
7. Arrange the following words in Hexameters:
Visura cum posterâ patentes terras veniet.
Quum tertia lux orta erit post remotas Hyades.
8. Translate *Æneid*, VI, 124-155.
9. Account for the quantity of *a* in *sate*. Of what class is *Anchisiade* as a derivative? Decline it. Compare *ater*. Decline *æthera*. What is the class and meaning of *frondescit* as a derivative?
10. Account for the gender and case of *sanguine*. State any other instance of the same construction in the passage. By what principle are *hoc* and *hic* in their respective genders in line 129? Supply the auxiliary after *peragenda*.

Questions in Xenophon and Greek Grammar.

1. Translate *Anabasis*, I, 9, Sections 1-4.
2. What does *Περσῶν* limit? What are ὦν and γενομένων made? Compare the superlatives in section 1. What does *Κίρου* limit? Compare *κράτιστος*. Where are *καταμάθαι* and *ἀκοῦσαι* made. Account for the accent *ἔστι*. Give the synopsis of the tense of *ιδεῖν*. What does *ὑπὸ βασιλέως* limit? Decline *βασιλεύς*.

3. Give the principal parts of ἄρχειν, δοκούντων, ἀκοῦσαι, μανθάνουσιν. Decline ἀνὴρ, παῖς, πειρα. Give the rule for the mode of καταμάθοι. Inflect θεῶνται. Decline πολλήν.

4. Translate Book 2, VI, 6.

5. Account for the case of ἐξόν. Give the principal parts of αἴρεται. Inflect βούλεται. Compare μείονα. Decline μείονα.

6. Translate Book 3, II, 7-8.

7. Where is ἐσταλμένος made? Inflect the Indicative, same voice and tense of this verb. By what principle is the stem-vowel of this verb changed to α? Compare κάλλιστα. Give the rule for the mode of διδοιεν. Inflect διδοιεν. Give the rule for the case of τελευτῆς. Decline Κλεάνωρ. Decline ὕμεις. Inflect οἶμαι.

8. Give the principal parts of ἐπίστασθε, οἶμαι, τυγχάνειν, ἔχειν, ὀρῶντας.

9. Account for the case of ὦν.

10 Decline ἐλπίς and πίστις.

SECOND CLASS CLASSICAL DEPARTMENT.

Questions on Cicero, Virgil, and Latin Grammar.

1. Translate, Second Oration against Catiline, V, XI.

2. Give the principal parts of *confido*, and name all the verbs so conjugated. Give the principal parts of *impendere*, *instare*, *profiteor* and *rescanda*. Explain the composition and derivation of *pertimescamus*. Decline *perniciem*, *Quirites* and *insidiae*.

3. Explain the construction, and give the rule for the case, of *quibus*. Give the rule for the mode of *pertimescamus*. State the object of *sanabo*. What is the rule for the mode of *exeat*? Who is meant by *unius*.

4. Translate Æneid, I, 76-80.

5. Give the principal parts of *capessere*. What are its class and signification as a derivative? What kind of a pronoun is *quodcunque*? Decline *epulis*. Give the principal parts of *accumbere*. Inflect the imperative of *facio*.

6. Give the rule for the case of *regni*. Name the objects of *concilias*. Give the rule for the case of *epulis*. Give the rule for the genitives in line 80. Supply all the understood words in line 80.

7. Translate Æneid, I, 387-401.

8. Give the principal parts of *perge* and *perfer*. Give all the particles of *laetor*. Decline *portum* and *coelum*.

9. What is the predicate of *socios*? With what word does *ætheria* agree? Give the singular and plural meanings of *plaga*. State the rule for the mode of *adveneris*. Give the rule for the omission of the noun *tuorum*.

10. Name the dissyllabic perfects and supines which have the penult short.

Questions on Xenophon.

1. Translate Book I, Chapter I, Section 9.
2. Give the principal parts of *συνελέγετο, ἡγάσθη, συνεβάλλοντο, τρεφόμενον, ἐλάνθανεν*.
3. Decline ἄλλο. Give the rule for the case of Ἀβίδου.
4. What is the length of a *parasang*; of a *stadium*; of a *plethrum*? What is the value of a *daric*?
5. Translate Book I, Chapter III, Section 5.
6. Name the verbs which have the same peculiarity in construction as *χρησθαι*. Decline οὐδέεις.
7. What are *προδόντα* and *οἶδα* made? Give the principal parts of *πείσσομαι* and *πείθεσθαι*.
8. State the rule for the mode of *δείη*.
9. Translate Book I, Chapter V, Section 2.
10. Where are *ἔστασαν* and *θιροῦν* made? Inflect them.

Questions on Greek Grammar.

1. Name and classify the Greek diphthongs.
2. Explain crasis and its sign.
3. Accent the following words on the penult: *σεληνῆ, μίλον, ἔτους, βουλευοί, στρατιῶται*. Name the enclitics.
4. What classes of nouns in *ης*, 1st Dec., have *α* in the Vocative Singular?
5. Decline *νέως* and *ἄνθρωπος*.
6. Decline *μέγας* and its comparative.
7. Decline *κέρως* and *ναῦς*.
8. Inflect the indicative present of *εἰμί*.
9. Give a synopsis of the tense of *οἶδα*.
10. Inflect the 2d aorist, middle, of *δίδωμι*.

THIRD CLASS—CLASSICAL DEPARTMENT.

Questions on Latin Grammar and Reader.

1. Give the genders of *fenestra, poeta, gena*. Give the accusative singular of *Ossa*. Decline *equa*. Decline *dynastes*. Give the gender of *humus* and the rule. Give the vocative singular of *gladius* and *filius*. Give the genitive plural of *sestertius*.
2. Give the gender of *harpago* and the rule. Give the gender of *sanguis, severitas, sementis, pons, rogatio, prester*. Give the gender of *lalus* and the rule. Give the gender of *poundus, papaver, munimen*. Give the gender of *salus* and the rule.
3. Give the genitive singular of *scrobs* and the rule. Give the genitive singular of *multitudo, magnes, paries, and tyrannis*, (Greek genitive *idos*.) Decline *eus*. Decline *vectigal*. Decline *securis*.

4. Give the gender of *tribus*, and decline the same. Decline *domus*, and give the difference in signification between the two forms of the genitive singular. Decline *acies*. Give the gender of *dies*. Decline *jusjurandum*.

5. Define a heteroclite. In what cases is *rus* defective? What is the difference in meaning between *copia* and *copiae*? Define a patronymic. Derive one from *Seleucus*. What distinction do you make between *liber*, *libellus* and *libellulus*? Which is the primitive, and what name do you give to the other two? Give the diminutive of *merces*.

6. Translate Latin Reader, Roman History, Liber 2, Para 6.

7. Give the principal parts of *commissa*, *vicit*, *dedit*, *fugit*, *cepit*. What is the construction of *eos*? Decline *cælum*. Account for the gender of *manus* and *orbem*. Compare *brevis*.

8. What part of speech is *mille*? Explain its two uses.

9. Give the rule for the case of *vulneribus* and *vultu*.

10. Give the rule for the mode of *subigerem*.

THIRD CLASS—CLASSICAL DEPARTMENT.

Questions in Algebra.

1. Prove that any quantity with a *negative* exponent is equal to 1 divided by the same quantity with a *positive* exponent.

2. Define the *Greatest Common Divisor* and find the same of $a^2+2ab+b^2$ and a^3-ab^2 .

3. Define the *Least Common Multiple* and find the same of $10a^2x^2(x-y)$, $15x^5(x+y)$, and $12(x^2-y^2)$.

4. A merchant, having bought a certain number of barrels of flour, sold half of the number and $\frac{1}{4}$ barrels more to A, and $\frac{3}{4}$ of the remainder wanting 4 barrels to B. He then had 20 barrels remaining. How many did he buy?

5. A market-woman bought eggs to the amount of 65 cents, some at the rate of 2 for a cent and some at the rate of 3 for 2 cents. She afterwards sold them all for 1 dollar and 20 cents, selling each egg for a half cent more than she paid for it. How many of each kind did she buy?

6. A grocer has two kinds of sugar of such quality that one pound of each are together worth 20 cents, but if 3 pounds of the first and 5 pounds of the second kind be mixed, a pound of the mixture will be worth 11 cents. What is the value of a pound of each kind?

7. Extract the cube root of

$$30x^4+8x^3-25x^2-12x^5+8+30x^2-12x.$$

8. Explain the difference between a surd and a rational quantity. Define similar surds and illustrate.

9. Define and illustrate respectively a Pure and an Affected Quadratic Equation.

10. There are two square fields, the larger of which contains 25,600 square rods more than the other, and the ratio of their sides is as 5 to 3. Required the contents of each field.

ENGLISH AND SCIENTIFIC DEPARTMENT.

QUESTIONS FOR WRITTEN EXAMINATIONS.

FIRST CLASS—ENGLISH DEPARTMENT.

Intellectual Philosophy.

1. Name the faculties treated of in Wayland's Intellectual Philosophy, and define the last four.
2. State and illustrate the four objective laws of association.
3. Explain the distinction between the two functions of memory. Also distinguish between susceptibility and retentiveness.
4. State the principle on which a syllogism depends, and illustrate by two examples, the one affirmative and the other negative.
5. What ground is there for the superiority which has been claimed for demonstrative over moral reasoning?
6. State the two laws on which the evidence of testimony rests, and give the leading points of the discussion of the first one.
7. Give the distinction between moral reasoning and probable reasoning, with examples.
8. Show (from the habits of those who have been most distinguished for richness of imagination) that the study of nature is essential to the improvement of poetic imagination.
9. State the effect of age on the character of taste.
10. State in what sense there is not, and in what sense there is, a standard of taste, and consider the theory of association,

SECOND CLASS—ENGLISH DEPARTMENT.

Astronomy.

1. Explain briefly the structure of the solar system, and the motions of the bodies composing it.
2. State four proofs that the earth is spherical in form.
3. Explain the difference between declination and celestial latitude, and between right ascension and celestial longitude.
4. Explain the sidereal and solar day.
5. State the exact length of the year, and give the Gregorian rule.
6. State the theory of the sun's physical nature, and of the solar spots.
7. Discuss solar and lunar eclipses, and explain the causes of these phenomena.
8. Describe the moon's path in space, and state how we know that his path is always concave towards the sun.

9. State the periodic times of the planets, the times of their revolution on their axes, their diameters in miles, and the number of their satellites, respectively.
10. Describe comets, their orbits, and their constitution.

Chemistry.

1. State fully the atomic theory of matter.
2. State the received theory of heat. Explain sensible and latent heat.
3. State the principle by which electricity is accumulated upon the prime conductor. Describe the Leyden jar, the method of charging and discharging it, and state the principle involved.
4. What are the essential qualities of a good lightning rod? State the principles by which the rod is a protector to the house.
5. Define acids, bases, alkalies and salts.
6. State the essential characteristics of oxygen, hydrogen, nitrogen and carbon.
7. State the office of oxygen in respiration. State the office of nitrogen in the atmosphere.
8. State the properties of phosphorus. Describe the common friction match, and state the use of phosphorus in its ignition.
9. Give the prefixes and terminations of different oxides, oxygen acids, and oxygen salts.
10. Calculate the amount of sulphuric acid necessary to convert 10 pounds of common salt into Glauber salt, and obtain the weight of the latter, both crystallized and anhydrous.
11. Manufacture of gunpowder, and the part performed by each element in exploding.
12. Give the chemical names and formulas of Borax, Blue Vitriol, Calomel, Lunar Caustic, Tartar Emetic, Alum, Sugar of Lead, Iron Pyrites, Epsom Salt, and Sal Ammoniac.
13. Nature, manufacture, and properties of steel.
14. Different manner in which acids act on zinc and copper, with equations.
15. Marsh's test for arsenic.

Trigonometry.

1. A tree standing on a horizontal plane is broken off so that the top falls on a point 40 feet from the bottom of the stump, the end where it was broken off resting on the stump. If the part broken off makes an angle of $36^{\circ} 52' 12''$ with a horizontal line passing through the foot of the stump, how high was the tree?
2. Define all the circular functions, both as *lines* and as *ratios*.
3. Write all the formulas which express the relations between the different functions of the same angle, and demonstrate the one which expresses the relation between the secant and tangent.

4. Express the relations between the functions of a negative arc and those of an equal positive arc, with proof. Also reduce $\cos(-500^\circ)$ to a function of a positive angle less than 90° .

5. Write the four formulas for the sine and cosine of the sum and difference of two angles, and demonstrate the first.

6. Obtain the formula for the sum of the sines of two angles, divided by the difference of their sines.

7. State the difference between *natural* and *logarithmic*

$$\frac{3 \tan a - \tan^3 a}{1 - 3 \tan^2 a}$$

functions. Also make the formula $\tan 3a =$

$$\frac{3 \tan a - \tan^3 a}{1 - 3 \tan^2 a}$$

homogeneous.

8. Prove that the sines of the angles of any plane triangle are proportional to the opposite sides, either by the geometrical or the analytical methods.

9. Give the plan for solving the plane triangle DBF , in which d , b , and F are given.

10. Give the method of finding the distance between two inaccessible objects, when both are visible from each extremity of the base line.

THIRD CLASS—ENGLISH DEPARTMENT.

Geometry.

1. Define Geometry. What is a line? A plane? A solid? A polygon? A quadrilateral? A trapezium? State the difference between a rectangle and a square, a rhomboid and a rhombus.

2. Define a circle, a segment, a sector, a chord, a secant and a tangent.

3. Of what does Book III treat? Book IV? Book V? Book VI? What is a diedral angle? A triedral angle? A polyedral angle?

4. Of what does Book VII treat? Define a polyedron, a prism, a parrallelopipedon, a pyramid, a frustum of a pyramid.

5. Of what does Book VIII treat? Book IX? Define a cylinder, a cone, a sphere, a frustum of a cone.

6. The area of a circle is equal to the product of half the radius by the circumference. Book V: Proposition XV.

7. Every triangular prism may be divided into three equivalent triangular pyramids. Book VII: Proposition XVI.

8. The surface of a sphere is to the whole surface of the circumscribed cylinder, including its bases, as 2 is to 3; and the solidities of these two bodies are in the same ratio.

9. Give the following formulas:

1. For the solidity of the cylinder.

2. " " " cone.

3. " " " frustum of a cone.

4. " " " sphere.

10. If from the vertices of the angles of a spherical triangle, as poles, arcs be described forming a spherical triangle, the vertices of

the angles of this second triangle will be respectively poles of the sides of the first. Book IX: Proposition V.

FOURTH CLASS—ENGLISH DEPARTMENT.

History of Greece.

1. Give the sub-divisions of the second period of Grecian History.
2. Describe the Argonautic Expedition.
3. Give an account of the inauguration of the Trojan war.
4. Who were the Thirty Tyrants?
5. Give an account of Socrates and his philosophy.
6. Describe Alexander's expedition into Egypt.
7. Give the final division of the Persian Empire.
8. Give an account of the Amphictyonic Council.
9. Describe the Olympic Games.
10. Define the Ostracism.

Algebra.

1. Prove that any quantity with a *negative* exponent is equal to 1 divided by the same quantity with a *positive* exponent.
2. Define the *Greatest Common Divisor* and find the same of $a^2+2ab+b^2$ and a^3-ab^2 .
3. Define the *Least Common Multiple* and find the same of $10a^2x^2(x-y)$, $15x^5(x+y)$, and $12(x^2-y^2)$.
4. A merchant, having bought a certain number of barrels of flour, sold half of the number and 4 barrels more to A, and $\frac{3}{4}$ of the remainder wanting 4 barrels to B. He then had 20 barrels remaining. How many did he buy?
5. A market-woman bought eggs to the amount of 65 cents, some at the rate of 2 for a cent and some at the rate of 3 for 2 cents. She afterwards sold them all for 1 dollar and 20 cents, selling each egg for a half cent more than she paid for it. How many of each kind did she buy?
6. A grocer has two kinds of sugar of such quality that one pound of each are together worth 20 cents, but if 3 pounds of the first and 5 pounds of the second kind be mixed, a pound of the mixture will be worth 11 cents. What is the value of a pound of each kind?
7. Extract the cube root of $30x^4+8x^6-25x^3-12x^5+8+30x^2-12x$.
8. Explain the difference between a surd and a rational quantity. Define similar surds and illustrate.
9. Define and illustrate respectively a Pure and an Affected Quadratic Equation.
10. There are two square fields, the larger of which contains 25,600 square rods more than the other, and the ratio of their sides is as 5 to 3. Required the contents of each field.

GIRLS' HIGH SCHOOL.

SENIOR CLASS.

Paley's Natural Theology.

1. State the author's way of showing that the fact that God is not discernible by our senses, does not disprove his personality, but only proves the limitation of our capacities.
2. Why is it that men, having a cause adequate to account for the present order of things, continually resort to hypotheses which have no basis in fact?
3. What is meant by the term omnipotence, as employed in Natural Theology?
4. What limitations to the argument for the Divine Unity as derived from nature?
5. Evil never the object of contrivance.
6. What two cases appear to form exceptions to the benevolence of the Creator?

Geology.

1. Name the fossiliferous strata in their order from the newest to the oldest.
2. Describe the coal-fields of North America.
3. Why is the coal of Rhode Island and Massachusetts anthracite, while in the Mississippi basin only bituminous varieties are found?
4. What can you say of the boulders found in Rhode Island?
5. What is the general distinction between the Drift proper and the Alluvium?
6. The remains of what mammals belonging to the Alluvium are found in the United States?
7. State at what geological period each Branch of the Vegetable Kingdom was introduced?
8. What agencies are now producing geological changes?
9. Give some account of the vertical movements now going on in Sweden and Norway.
10. Explain the formation of Coral Islands.

Astronomy.

1. Explain how the altitude of the moon affects solar eclipses.
2. State Bode's law of distances.
3. How do we know that the orbits of Venus and Mercury are within that of the earth?
4. To what changes is the visible surface of Mars subject?
5. What are some of the theories proposed by astronomers to account for the asteroids?
6. Give the diameters, distances and periods of revolution of Jupiter's satellites.

7. State the form and constitution of Saturn's ring.
8. What is the intensity of solar light at Uranus? At Neptune?
9. Explain the apparent motions of the superior planets.
10. How does the ellipticity of the earth's orbit affect the lengths of the seasons.

Language.

1. Is there any connection between sounds and the ideas they are used to signify? Give illustrations.
2. What classification of languages has been commonly adopted?
3. By whom, and where was the Sanscrit spoken?
4. What was the origin of the legends of Arthur and the Knights of the Round Table?
5. Give the origin of the suffix "don" to the names of towns and its meaning.
6. At what period were such words as *minster*, *cloister*, *saint*, *bishop*, &c., introduced into the language?
7. Name the principal works translated into the Anglo-Saxon by Alfred.
8. How long after the Conquest, before the Norman element coalesced with the Saxon to form English character and English speech?
9. Give illustrations of the economy of expression in words of Anglo-Saxon origin.
10. What does Marsh find to be the proportion of Saxon words in the following examples, viz:
Spencer's *Faërie Queen*, Book II, Canto VII. John's Gospel, Chapters I, IV, and XVII. Macaulay's *Essay on Bacon*. Bryant's *Thanatopsis*. Mrs. Browning's *Cry of the Children*.

Intellectual Philosophy.

1. What are the laws by which a train of thought is governed?
2. Discuss the relation of memory to our other faculties.
3. Show the importance of a cultivated memory to a vigorous imagination.
4. Give the distinction between knowledge and wisdom.
5. Exhibit the relation of poetic imagination to taste.
6. When is "light" reading pernicious?
7. Define taste.
8. State the points of similarity and of difference between conscience and taste.
9. Discuss form as an element of beauty.
10. Give examples of beauty not referable to any material quality.

Questions on the Æneid of Virgil.

BOOK I.

1. Translate :—
 Olli subridens hominum sator atque deorum,
 Vultu quo coelum tempestatesque serenat,
 Oscula libavit natae ; dehinc talia fatur :
 Parce metu, Cytherea : manent immota tuorum
 Fata tibi.
2. Parse *fatur* and give all the parts in use.

II.

1. Translate :—
 At puer Ascanius, cui nunc cognomen Jūlo
 Additur (Ilus erat, dum res stetit Ilia regno,) Trignita
 magnos volvendis mensibus orbes
 Imperio explebit, regnumque ab sede Lavini
 Transferet, et Longam multa vi munit Albam.
2. Parse *stetit*, and give the rule for the quantity of the penult.

III.

1. Translate :—
 Haec ait ; et Maia genitum demittit ab alto,
 Ut terrae, utque novae pateant Carthaginis arces.
 Hospitio Teucris ; ne fati nescia Dido
 Finibus arceret.
2. Parse *finibus* and give the special rules for the quantity of each syllable.

IV.

1. Translate :—
 Conveniunt quibus aut odium crudele tyranni,
 Aut metus acer erat ; naves quae forte paratae
 Corripiunt, onerantque auro ; portantur avari
 Pygmalionis opes pelago ; dux foemina facti.
2. Give the gender of *pelago*. Give the rules for the gender of the nouns of the second declension, and their principal exceptions.

French.

1. Give the rules for the use of the past participle.
2. Give the rules for the agreement of the past participle with its direct object ; with its subject.
3. Give the rules for the agreement of the past participle with its indirect object.
4. Give the definitions of active and neuter verbs ; name those neuter verbs which take the auxiliary "avoir" and state when the past indefinite of "être" is used.

5. Give the rules for the use of "le" with its different significations.
6. Define the past definite and past indefinite tenses and state when they are used.
7. Define the imperfect tense, state the action it expresses and its translation.
8. What are the rules for the change in the terminations of verbs ending in "ger," "yer," "cer," "eter," and "eler?"
9. Name the Primitive tenses and the tenses formed from them.
10. Give the translation to the third paragraph of "L'Emploi Du Temps."

MIDDLE CLASS.

Botany.

1. Into what classes are the organs of plants divided?
2. Name and describe the parts of a flower.
3. Define annuals, biennials and perennials.
4. In what parts of the plant may the nourishment for next year's growth be deposited?
5. Upon what does the arrangement of the lobes of the leaf depend?
6. What is the object of artificial methods of propagation?
7. How does a perfect flower differ from a complete flower?
8. How do plants purify the air for animals?
9. Define a genus, an order and a class.
10. What are the characteristics of the two great classes into which flowering plants are divided?

Study of Words.

1. What is meant by the statement that language is fossil poetry?
2. May language also be considered as fossil history?
3. Give examples of words having originally an honorable signification, which have degenerated.
4. Give the derivation of the word "quarrel."
5. What classes of words in our language are derived from the Saxon, and what from the Norman?

Poetry.

1. Into what four classes may all literature be divided?
2. How does poetry differ from all other literature?
3. Into what classes are rhymes divided? Give examples of each class.
4. Define a foot and name the dissyllabic feet.
5. In what measure is Scott's "Marmion?" Describe this measure.
6. Of what measure does the greater part of our poetry consist? Give examples of this measure from Gray and Byron.
7. Define long, short and common metre, and give examples of each.

8. What are some of the aims of true poetry?
9. Define Pastoral and Elegiac poetry.
10. Define blank verse. What authors have employed this most successfully.

Chemistry.

1. What instruments are used for measuring heat?
2. State the principle upon which Pyrometers are constructed.
3. How is the boiling point of a liquid influenced by atmospheric pressure?
4. What experiment proves that heat becomes latent in the process of liquifaction?
5. What are the principal sources of electricity?
6. State some of the causes of the free electricity in the atmosphere.
7. What is the principle involved in all the processes of electro-metallurgy?
8. Describe the experiments illustrating electro-magnetic rotations.

Latin—Cæsar. Book I.

1. In 17th paragraph construe from "Tum demum" to "Si jam."
2. For what purpose is "ne" used in "ne frumentum conferant?"
3. Translate the 18th.
4. Give the principal parts of the verbs in the first ten lines.
5. Give the principal parts of "alere" and "colocasse." Why is the infinitive form of these verbs here used? Give other examples of the same use of the infinitive.
6. Why is the subjunctive "traduxisset" used? Why "animadverteret?" What does "et" connect? Give the rule for this connection.
7. Parse "complexus, orandi, gravius," and "agat."
8. Translate the 23d.
9. Translate the 29th.
10. Parse "redintegrare;" compare "diu;" and give the rule for this "praesidio."

Geometry.

Book IV. Proposition 12.

"	"	"	15.
"	"	"	19.
"	"	"	23.
"	"	"	25.
"	"	"	29.

Book V. Proposition 2.

"	"	"	5. and Corollaries.
"	"	"	6.
"	"	"	10.
"	"	"	11.
"	"	"	14.
"	"	"	16.

French.

1. How many forms of the present indicative are there in French and in English?
2. What are the verbs "aller," "venir," "aller trouver," "aller chercher," "envoyer chercher," used to denote?
3. What is the place of the personal pronoun used as a direct and indirect object of a verb?
4. What are the positions of the personal pronouns used as objects of a verb in relation to each other?
5. To what do "qui," and "que," relate. What is the meaning of "ce que," "dont"?
6. What is the meaning of the verb "faire," used before another verb? What verb is used in speaking of the weather?
7. How are "in," "into," "to," "at," &c, to be translated in different positions.
8. What is the meaning of the pronoun "on," and how are sentences of which it is the subject to be translated?
9. Give the present indicative of "avoir," the imperfect of "être," the past definite of "chanter," the future of "finir."
10. Give the past indefinite of "avoir," the pluperfect of "être," the future perfect of "finir."

JUNIOR CLASS—FIRST DIVISION.

Ancient History.

1. State the causes of the Peloponnesian war.
2. Give an outline of the life and principles of Socrates.
3. Give an account of the "Retreat of the Ten Thousand."
4. Name the principal victories Alexander gained during his Persian campaign.
5. Give the name and date of the battle that made Greece a Roman province.
6. Give an account of the Roman Commissioners forming "The Laws of the Twelve Tables."
7. Give the cause and result of the third Punic war.
8. Give an abstract of the civil war between Marius and Sylla.
9. Name the distinguished men of the "Augustan Age." Give an account of the destruction of Jerusalem.
10. Give an account of the separation of the Roman Empire into the Eastern and Western divisions.

Rhetoric.

1. State the province of Rhetoric as a science and an art.
2. Name the advantages derived from the study of Rhetoric.
3. State the difference between taste and genius.

4. Define imagination. Name the associations that facilitate the exercise of this faculty.
5. Give the qualities style must possess to produce the sublime; also the effect of rhyme upon the production of the sublime.
6. Name the different classes of style.
7. State the standard for writing and speaking.
8. State in what propriety of style consists.
9. Give the requisites of a style characterized by strength.
10. Give the rules essential to the formation of a good style.

Natural Philosophy.

1. Define matter, and state its different forms.
2. Define inertia, giving an illustration of the principles.
3. State the laws for the force of gravity.
4. Explain the difference in the weight of bodies at different parts of the earth's surface.
5. Give the three laws for the pressure of liquids.
6. Describe the Siphon, explaining the principle on which it works.
7. Define light. Name its principal sources.
8. State the laws for the propagation of light.
9. Define reflection. State the surfaces that make the best reflectors.
10. Explain reflection of light by plane mirrors.

English Literature.

1. Give the character of Wiclif.
2. Give some of the principal causes that produced the great intellectual activity in the latter part of the fifteenth and the first half of the sixteenth century.
3. Name the various divisions of the English drama.
4. Give an account of Bacon's works—the origin of the name "Novum Organum."
5. State the periods of Milton's literary life and the works composed during each.
6. Name the eminent writers of the "Age of Charles the Second."
7. State Dryden's rank as a prose writer.
8. Name Swift's principal works. Give the origin of the name of the "Tale of the Tub" and an outline of the plan.
9. Give the prominent events of Johnson's life previous to his acquaintance with Boswell.
10. Give the origin of the name of the "Task." Mention some of the subjects touched upon in this poem. Name Cowper's other poems, explaining from what the last received its name.

Latin.

1. In the mythology, translate the story of "Otos and Ephialtes."
2. Translate the story of "Daedalus."

3. Parse "decidit, quod and pelagus."
4. Translate the story of "Andromeda."
5. Parse "antebosuit." Explain its composition and state what it governs.
6. Translate the first three sentences of the story of "Tantalus."
7. Parse "Jupiter," "diis," and "concrederet."
8. Explain the formation of the periphrastic conjugation and when it is used.
9. In the story of the "Apple of Discord" construe the third and fourth sentences.
10. Parse "est pollicita" and "greges."

French.

1. When is the contraction "du" used for the preposition and article? How do you express the name of the material?
2. Explain a partitive noun and give the rules for its use.
3. How do you form the interrogative when the subject is a noun?
4. What idioms require "avoir" in French instead of *to be* in English?
5. With what do possessive adjectives agree?
6. What is the difference between *ce, cet, cette*?
7. How do you form the plural of nouns ending *au* and *en*; how of those ending in *al* and *ail*.
8. How do you express the time of day?
9. Give present indicative of *avoir* and *etre*.
10. Give conditional present of *etre* and the imperative of *avoir*.

JUNIOR CLASS—SECOND DIVISION.

Algebra.

1. A gamester at play lost, on the first trial, 1-6 of his money and 5-6 of a shilling. In a second game he won 2 shillings, after which he lost 1-4 of what he then had. He next won 11 shillings and afterwards lost 1-7 of the money then in his possession, when he found he had left 30 shillings. What sum had he at first?

2. Find the value of the unknown quantities in the following equations:

$$cx + ny + 2z = n + cn + c.$$

$$c^2x + n^2y + 2z = 3cn.$$

$$cnx + cny + 4z = c^2 + 2cn + n^2.$$

3. A market-woman bought eggs, some at 2 for a cent, some at 4 for 3 cents, and some at 5 for 2 cents, for \$3.50. She sold the first and second lot for \$3.30, thereby gaining 1-2 a cent on each egg. Had she sold the whole for \$5.20 she would have gained 1-4 of a cent on each egg. How many of each kind did she buy?

4. Define the five principal varieties of equations giving examples of each.

5. The crew of a ship-of-war consists of sailors and soldiers. There are 22 sailors to every 7 guns and 6 over. The whole number of hands is two times the number of soldiers and guns together. After an engagement in which the slain were 1-5 of the survivors, there were 7 men to every 2 guns and 14 over. Required the number of soldiers, sailors and guns.

6. Give, in the simplest form, the value of the following expressions :

$$\frac{3}{2} \sqrt{\frac{5a^2}{4b^2} \cdot \frac{4}{d^2}} \sqrt{\frac{d}{100c^3}} + \frac{2}{c} \sqrt{\frac{10}{d^2c^2}}$$

$$\sqrt{\frac{2}{3m}} + \sqrt{\frac{3}{4x}} + \sqrt{\frac{4}{27m^3}} + \sqrt{\frac{6}{81m^3}}$$

7. Find the four values of x in the equation :

$$5x^2 - 4x - 6\sqrt{5x^2 - 4x} + 4 = 36.$$

8. A person purchased a farm in the form of a rectangle whose length was 4 times its breadth. It cost 1-4 as many dollars per acre as the field was rods in length, and the number of dollars paid for the farm was four times the number of rods round it. Required the price of the farm and its length and breadth.

9. A square garden is surrounded by a fence, and a flower bed of uniform width is laid out just within the fence all around the garden, save that it is interrupted at the entrance for the space of 3 yards. The side of the garden is 3 yards less than 16 times the width of the flower bed, and the number of square yards in the flower bed is 5-2 of the number of yards in the periphery of the garden increased by 7 1-2. Required the width of the flower bed, and the square contents of the garden.

10. A sets out from M towards N and travels 12 miles a day. After he has gone 50 miles, B sets out from N towards M, and travels each day 1-2 of the whole distance. After he has traveled as many days as he goes miles in a day he meets A. Required the distance from M to N.

Questions in History.

1. Give an account of Britain under the Romans.
2. Give a list of the Saxon kings.
3. Name the kings of the Plantagenet family with dates of their reign.
4. Describe the character of Elizabeth.
5. Give an account of the rebellion in the reign of James II.
6. Who were the ancestors of the modern French ?
7. Give an account of the wars of Louis XII.
8. Give an account of the massacre of St. Bartholomew.

9. Give an account of the reign of Louis XIV.
10. To what thrones did Napoleon raise his brothers?

Questions in Physical Geography.

1. Describe the Antarctic current.
2. Describe the equatorial current of the Pacific.
3. Describe the Gulf Stream.
4. Describe the Japan current.
5. What proof is there that under current exists?
6. Name the periodical winds and describe land and sea breezes.
7. What are Monsoons?
8. Explain the prevailing winds of the temperate and polar regions.
9. Describe glaciers and mention their principal localities.
10. Describe the motion of glaciers.

Questions in Physiology.

1. Describe the Cellular Tissue.
2. Give a summary of the process of digestion.
3. Describe the arrangement of the organs of digestion.
4. Explain how the chyme is acted upon in the small intestines, and describe the chyle, lacteals and the thoracic duct.
5. What is the difference in the two circulations as to the color of the blood in the veins and arteries? Also in the capillaries of the lungs and those of the general system?
6. Describe the lungs.
7. State the amount of carbon contained in the carbonic acid thrown from the lungs in twenty-four hours, and explain the necessity of ventilation.
8. What are the sources of fuel for keeping up the animal heat.
9. Name and give the functions of the organs of excretion.
10. State the influence of labor on the wear and tear of the system and on absorption.

QUESTIONS RECENTLY SUBMITTED TO CANDIDATES FOR ADMISSION TO
THE PROVIDENCE HIGH SCHOOL.

Written Arithmetic.

1. Subtract five millions twelve thousand four hundred and one and seven ten-thousandths, from twenty millions sixty-seven thousand eight hundred and fifty-six and fifty-two ten thousandths, and divide the remainder by three hundred millions.
2. Multiply $24\frac{1}{5}$ times $.08\frac{1}{5}$ by $.02\frac{3}{4}$ times $36\frac{7}{8}$ and divide the product by $4\frac{1}{6}$ times $.0067$.
3. What is the least common multiple of $12\frac{1}{4}$, $6\frac{1}{2}$, 18, $7\frac{3}{4}$, and 14.
4. A merchant sold $\frac{1}{4}$ of his cotton at an advance of 15 per cent., $\frac{1}{3}$ at a loss of 12 per cent., $\frac{1}{8}$ at a loss of ten per cent. How

must he sell the remainder that he may gain 20 per cent. by the whole transaction ?

5. A lawyer collects a debt for a client and keeps 5 per cent. for his fee and remits the balance, \$237.50. What was the debt and the fee ?

6. Paid \$261.10, including the cost of policy, \$150, for insuring a cargo worth \$11,800. What was the rate per cent ?

7. A's money is 25 per cent. of B's and 20 per cent. of C's. C has \$40 more than B. How much has each ?

8. A can do a piece of work in 1 1-5 days ; B can do the same work in 2 1-4 days ; C can do the same in three days ; in what time can they all three finish it, working together ?

9. For what sum must a note be written, payable in 4 months, so that when discounted at bank at 6 per cent., \$640 may be received ?

10. There is a lot of land in the form of a parallelogram containing 1200 rods, and the distance round it is 140 rods. What is the diagonal distance between its opposite corners, and what is the length of each side ?

Mental Arithmetic.

1. How many gold dollars ought a broker to give for a hundred dollar U. S. note, and how much in the postal currency, when gold is worth \$1.80 in the U. S. currency ?

2. If 15 per cent. is gained in selling flour at \$9.20 a barrel, what did the flour cost.

3. A farmer had 100 sheep in two pastures ; in one pasture he had 4 less than three-fifths of the number in the other pasture ; how many were there in each pasture ?

4. A farmer bought a horse and saddle for \$160. If two-thirds of the price of the horse be added to half the price of the saddle, the sum will be 2 1-2 times the price of the saddle ; what was the cost of each ?

5. If a merchant gain 15 per cent. on 25 per cent. of his goods, and 10 per cent. on 30 per cent. of his goods, and lose 20 per cent. on 25 per cent. of his goods, how must he sell the remainder to gain 12 per cent. on the whole ?

6. Required the time when 2 1-5 times the time past noon is two-thirds of the time to midnight.

7. If goods are bought for 2-3 of their value, and sold at 12 1-2 per cent. more than their value, what is the gain per cent. ?

8. If, from 2 1-2 times a number we subtract one-half the number, four-fifths of the number, the remainder will be 8 less than twice the number. What is that number ?

9. The head of a fish is one-twelfth of its entire length, its body is three-fourths of its entire length, and its tail is 2 feet longer than its head ; what is the whole length of the fish ?

10. The base of a right-angled triangle is one-third of the sum of the perpendicular and hypotenuse, and the sum of the length of the three sides is 30 feet ; what is the length of each side ?

Grammar.

1. Write the plural of genius, folio, cameo, solo, cargo, wharf, turf, sheaf, stamen, crisis, bandit.
2. Compare near, old, late, far, ill.
3. Name the principal parts of the verbs buy, chide, drink, fly, hide, lay, lie (to recline), shrink, sew, sow.
4. Give the passive form, the emphatic form, and the progressive form of the verb *to read*.
5. State the auxiliary verbs in the present tense.
6. Parse the following words in italics: It is my duty as a *pupil* to obey my teacher.
7. I heard of his being a brave *soldier*. I knew him to be a good *man*.
8. "Near yonder *copse* where once the garden smiled."
9. Analyze the following sentences, and parse the words in italics: He is about to sell his house. He is too wise not *to know* when *to buy*.
10. Correct the following examples: Can you learn me to write. The garment was neatly sown. I never before saw such large trees. A lecture on methods of teaching grammar at 10 o'clock. He laid down to take a nap. I measured the lot with a pole ten foot long. The lot is 25 foot front. Several chimnies were blown down.

Geography.

1. Name the rivers that flow into the Gulf of Mexico.
2. Name the eastern branches of the Mississippi river beginning on the north.
3. Name five of the largest cities of South America, in the order of their population.
4. What are the principal seaports in South America, on the Atlantic coast?
5. Locate and describe five of the chief towns in France.
6. What rivers in Asia flow south?
7. Name five of the largest cities in Africa in the order of their population.
8. Locate and describe Port Mahon, Riga, Cronstadt, Archangel, and Odessa.
9. Give the latitude and longitude of Washington, Chicaco, New Orleans, Havana, Lima, Rome, Maderia, Calcutta, St. Petersburg.
10. Describe the route from London to Calcutta and Hongkong.

History.

1. Give an account of Sir Walter Raleigh.
2. Give an account of the settlement of Virginia.
3. Give the reasons for the banishment of Roger Williams from Massachusetts.
4. Describe the effect of witchcraft in Massachusetts.

5. Give an account of King Phillip's war.
6. Mention the early efforts made in Massachusetts, in favor of education.
7. Name the principal events in 1777, and give an account of the battle of Brandywine.
8. Name the principal events in 1779, and give an account of the depreciation of paper currency.
9. Describe the battle of Camden.
10. Give an account of Washington's resigning his commission.

Spelling.

Parole, utensil, crystalline, feud, recluse, profuse, irresistible, negotiate, annunciate, vitreous, spurious, depreciate predicate, syllogism, sillabub, architect, strychnine, architrave, catechumen, chrysolite, amphictyonic, eleemosynary, ipecacuanha, huguenot, halcyon, syzygy, sibylline, infringement, vermilion, weevils, murrain, chalybeate, guaiacum, katydid, ossicle, euthanasia, esoteric, cachexy, thralldom, surcharge, rebellious, colonelcy, quinine, reconnoissance, opodeldoc, pansy, odyle, sieve, heliotrope, vaccinnate.

NORTH PROVIDENCE.—The School Committee of the Town of North Providence beg leave to make the following report :

The Committee as elected by the Town consisted of Alvin C. Robbins, John H. Stiness, John D. Frost, Joseph F. Brown, J. B. Hartwell, and James L. Wheaton.

The Board was organized by the choice of James L. Wheaton, as Chairman, and Alvin C. Robbins, as Clerk.

Mr. Hartwell declining to serve, Mr. L. M. E. Stone was unanimously elected to fill the place. Mr. Stone declining, Rev. T. L. Randolph was subsequently elected.

April 9th, 1864, Mr. Brown, in consequence of removal from the town, sent in his resignation, which was accepted, and Rev. M. Goodrich elected to fill the place.

The Committee on Qualifications consisted of A. C. Robbins, J. H. Stiness, and Rev. T. L. Randolph.

The Committee on Appropriations consisted of James L. Wheaton, John D. Frost, and Joseph F. Brown.

The Committee on Books, of Robbins, Stiness, and Frost.

In July, Rev. T. L. Randolph was elected Superintendent.

The List of School Books, as revised and adopted, you will find following this report.

During the year, the Committee have located the lot for a new school-house in District No. 9, upon which the District have since erected a beautiful school edifice.

We wish to call particular attention to a Resolution passed by the Board, requiring pupils to attend school in the District in which they reside. The Committee hoped to check a fast growing evil in the town to ignore District lines. Copies of the Resolution have been posted in the different school-rooms with the hope and expectation that the teachers and trustees will cheerfully comply with them.

The Committee recommend that the town appropriate \$7,500,00 for school purposes, and that the Superintendent's salary be raised from \$100,00 to \$200,00, which seems to be little enough, if he does well and faithfully the labor which the law requires of him.

We refer you to the able report of our Superintendent for more full details and suggestions, hoping they may be of future benefit to the town.

JAMES L. WHEATON, *Chairman.*

NORTH PROVIDENCE, May 30th, 1864.

To the School Committee of North Providence :

Gentlemen :— Agreeably with my duty, I proceed to lay before you a report of the condition of the schools during the past year.

The general condition of the schools of the town is encouraging. Those in a number of the districts have attained a high standard of excellence. The instruction is thorough and the discipline good. The districts in which this is true, are those in which the greatest interest is felt in the schools, and the teachers are most liberally paid. The highest wages will, of course, command the best qualifications; and they who are well remunerated are far more likely to remain contentedly in their positions, and to labor strenuously for the advancement of their schools. It is greatly for the interest of every district, to offer the highest wages, and then to apply a strict scrutiny to the qualifications of the teacher to be employed. If there was a more general interest on the part of property-holders, it would be easy greatly to enlarge the amount of money at the disposal of the trustees. It is greatly to be regretted that many of the district-meetings are attended by very few persons; that the large majority feel no interest whatever in school affairs. Where this is true, it is useless to expect any advancement. The whole management is left in the hands of a very small number, and they are not usually willing to incur any responsibility in efforts to improve the condition of the schools. Could some means be adopted by which a greater interest could be awakened, and these meetings be always well attended, a new impulse would be given to the cause of education. Every resident of a district, and especially every property-holder, should regard it as both his duty and interest, always to be present and to contribute his influence toward having the best school possible, and for not less than ten months in the year. Is it not in the highest degree advantageous to every man, to be surrounded by an educated and moral population? Will not his property be the more secure and valuable?

This want of interest in schools is the great evil in many of our districts, and it has occurred to me, whether the money would not be well expended in employing some able and eloquent educationist to gather together the inhabitants of every district for the purpose of addressing them, and of endeavoring to arouse a deeper interest in their school. These remarks do not by any means apply, in their full force, to all the districts. There are a number where a commendable interest is felt by a large number, and the character of their schools most clearly exhibits its effects.

I would commend anew to the attention of trustees the suggestion of my predecessor, that "by noting the difference between the registered number of scholars, and the average number in attendance at school, and remembering the fact that every diminution of one from the latter, subtract more than four and a half dollars from the amount of money, which the district receives from the town, it will be seen that districts will be gainers, if, by appropriating several dollars a term for rewards, or otherwise, they could secure more punctual attendance at school." I would suggest whether something might not be done toward awakening a healthful spirit of emulation among both teachers and pupils in the different districts, by holding an annual or semi-annual exhibition of all the schools of the town, at which parts should be assigned to a select number of the most deserving scholars from the different districts, the arrangements to be under the control of the School Committee.

The interests of some of the districts suffer from the scholars belonging to them leaving to attend the schools of adjoining districts. In such cases the districts *into* which they go, have more than their share, and those *from* which they go are very much weakened. Moreover, the former receive the benefit of a tuition-fee from such scholars, and in some instances count them in the average attendance, and thereby enlarge the amount of the fund received from the town. In consequence, the School Committee have felt compelled to forbid this without the permission of the trustees of the two districts concerned, with an appeal in case of disagreement to the School Committee. If, instead of sending out of the district, the parents of such scholars would exert themselves to improve the condition of their own schools, much might be done toward elevating them to the standard of the schools to which to send. There are, no doubt, exceptional cases where permission should be granted.

In my observation of the schools during the year, it has seemed to me that not sufficient attention is given to moral education. The intellectual absorbs nearly the whole. No one can doubt that the imparting of correct moral principles is essential to a sound education,—that it is as important that the heart be properly trained, as it is that the mind be. So much of the time of the young is spent in the school-room, it is extremely desirable that a due share of it should be devoted to the inculcating of correct principles for the government of

the heart and life. To meet this want may not some simple and judicious treatise on morals be made an imperative text-book in every school. Excepting such instruction of this kind as is obtained from an occasional reading of the Scriptures, and from teachers orally, which in many cases, no doubt, is considerable, there is, I think, none imparted in any of the schools. It is not safe in a country where so much depends upon the moral character of the population to leave this altogether to parents. There are multitudes of children, who do not receive any such instruction at home, and if they do not get it at the public schools, get it nowhere.

In this connection, I would remark that in the exercise of a healthful moral influence in a school, much depends upon the character and manners of the teacher. If his character be an elevated one, and his manners in the school-room gentlemanly and courteous, he will insensibly exert a strong influence for good. If this be not true, however great may be his intellectual qualifications, his influence is evil. On this subject I would commend to the attention of teachers the remarks of the Superintendent of Public Schools in Providence in his late report, a brief extract from which I will give:

"The besetting sin of many teachers is their proneness to ridicule their pupils; to make invidious comparisons, and to provoke them to wrath by bitter sarcasms and vulgar epithets. To succeed, a teacher must gain the confidence and affection of his pupils. He may have the most splendid talents, the most profound and exact knowledge, and may be earnestly devoted to his work; but without this, the most vital element to success is wanting. And this can be secured only by a kind, urbane and courteous manner in the school-room."

It is much to be regretted that there are large numbers of children, who do not at all, or to a small extent, receive the benefits of the public schools. They are either kept at work, when they ought to be at school, or are allowed to lead idle lives. This is an evil for which it is not easy to suggest a remedy. But it is well for us to be aware that there are large numbers among us, who will soon be men and voters, who are growing up with almost no education, intellectual or moral, and of course are acquiring a character which will unfit them intelligently to discharge the duties of citizens.

There are in the town a number of accomplished teachers, especially female, for small wages, who are laboriously endeavoring to bring their schools up to a high standard. Such deserve strong commendation. Though quietly, and to a great extent unnoticed, they are contributing not a little to the well-being of those they instruct, and to the highest interests of the community. To such, generally, teaching is a pleasure, and this constitutes one of their best qualifications.

I have the pleasure of reporting the completion, during the past year, of two new school-houses in Districts Nos. 7 and 9. For houses of their dimensions, it would be hard to conceive of one more convenient, appropriate and beautiful. Eligibly situated, they are an ornament and blessing to the neighborhoods in which they stand.

A very material enlargement of the school-building in District No. 8 is soon contemplated, to accommodate the rapidly increasing population of that district.

It only remains for Districts Nos. 4 and 10 to follow their good examples. In the latter (No. 10) they greatly need either an enlargement of their largest house, or the erection of a new one to take the place of the present smaller one, which is in a condition not creditable to the district.

In the former (No. 4) there ought to be a new house. The present one is very low and contracted, not at all suitable for the number of scholars in the district. I could not but wish that many inhabitants of that district could have been present at the exercises at the opening of the two new houses above referred to. They could hardly have returned home, without wishing that such a house might grace their neighborhood and make glad the school-hours of their children. How small is the cost of such a house comparatively with the benefits which it would confer! If these two improvements could be made, all the school-houses of the town would be creditable to its wealth and intelligence.

Respectfully submitted.

T. L. RANDOLPH, *Superintendent.*

TEXT BOOKS.

The School Committee of said town convened this day, when the following votes were passed:

Voted, That the following named Text Books be, and the same are hereby adopted, for the use of the several Public Schools in this town, and that the use of any others than those hereby named, shall be deemed a violation of the regulations of the Committee:

Webster's or Worcester's Dictionaries.
Sargent's Standard Readers.
Worcester's Pronouncing Speller.
Potter & Hammond's Writing Books.
Greene's Series of Grammars.
Warren's Series of Geographies.
Leach & Swan's Intellectual Arithmetic.
Greenleaf's Series of Arithmetics, with
Farrar's Problems.
Robinson's Series of Algebras.
Davies' Elementary Geometry.
Davies' Elements of Surveying.
Potter & Hammond's Book-Keeping.

Cutter's Anatomy and Physiology.
Wells' Chemistry.
Wells' Natural Philosophy.
Wells' Science of Common Things.
Gray's Botany—How Plants Grow.
Quackenbos' History of the United States.
Quackenbos' First Lessons in English
Composition and Rhetoric.
Bartholomew's Drawing Cards and Series
of Drawing Books.
Shepard's Constitutional Text-Book.
Mason's Exercises on Gymnastics.

Voted, That every Teacher engaged in teaching in the Public Schools of the town, be allowed one half-day in each school month, without loss of time, for the purpose of visitation *only*; but Teachers availing themselves of the provisions of this vote are required to visit schools of the same grade as those taught by themselves; also to report to the School Committee at the end of each term the schools thus visited.

Voted, That a copy of this List of Books be posted up in some conspicuous place in each school-room of the town.

Attest:

ALVIN C. ROBBINS, *Clerk.*

NORTH PROVIDENCE, R. I., Nov. 7, 1863.

EXTRACTS FROM SCHOOL REPORTS.

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No. Dist.	LOCAL NAME.	TEACHERS' NAME.	STATION.	TRUSTEES' NAMES.
1	High Street, Pawtucket.	F. S. Belden..... E. H. Howard..... Harriet F. Bennett..... Abbie F. Littlefield..... H. A. Sherman..... S. C. Harrington.....	Grammar Department..... Grammar Department..... Grammar Department..... Intermediate..... Primary..... Primary.....	Royal Lee. James L. Wheaton. D. Wilkinson.
2	Church Hill, Pawtucket.	S. H. Webb..... Frances A. Browning..... Mary E. Barrows..... Mary T. Jenks..... Jennie Horswell.....	Grammar Department..... Grammar Department..... 1st Intermediate..... 2d Intermediate..... Primary.....	Charles Payne. Daniel Hale. Alvin C. Robbins.
3	Wescott.	A. A. Dewitt..... C. W. James..... L. S. Tingley..... R. Anna Cooper..... S. J. Bacon..... L. L. Cole..... I. S. Love.....	Grammar Department..... 2d Intermediate..... 2d Intermediate..... 1st Intermediate..... Primary..... Primary..... Primary.....	H. E. Dodge. S. Kennedy. John Trainor.
4	Woodville.	Clarissa Cargill..... Fannie E. Olney..... Harriet C. Collins.....	Gram. and Intermediate..... Gram. and Intermediate..... Primary.....	O. N. Angell. C. H. Reynolds. A. S. Nichols
5	Centredale	W. A. Whipple..... Albert H. Essex..... Annie F. Westcott.....	Grammar Department..... Grammar Department..... Primary.....	J. Halsey Angell.
6	Manton.	A. H. Essex..... Joseph Mowry..... Laura Steere.....	Grammar Department..... Grammar Department..... Primary.....	E. O. Angell.
7	Fruit Hill.	Marion H. Belden.....	School not graded.....	Joseph H. Bourne.
8	Mount Pleasant.	Jenks Mowry..... Lizzie Winsor..... Lizzie Brown..... Alice Simmons..... W. H. Bowen..... L. G. Maxfield..... Sarah T. Stowe..... S. J. Cheney..... Ada Adams.....	Grammar Department..... Grammar Department..... Intermediate..... Intermediate..... Intermediate..... Primary..... Primary..... Primary..... Primary.....	R. P. Devereaux. Charles Boyd. Henry Armington.
9	East Turnpike	A. Eliza Bishop.....	School not graded.....	G. A. Kenyon.
10	Smith's Hill	Samuel Olney..... S. A. Barrows..... Rosa Collins..... Anna R. Congdon..... Eunice A. Kenyon..... J. A. Tripp.....	Grammar Department..... 1st Intermediate..... 2d Intermediate..... 1st Primary..... 2d Primary..... 2d Primary.....	John Lovett. James J. Nolan. Patrick Donnelly.

SMITHFIELD.—On the removal of one of the members of the Committee from the town T. L. Angell, R. Woodworth was chosen in his place.

The following will show the amount of money received for the support of schools during the year, and the sources whence derived.

From the town appropriation,	\$4,500 00
“ “ Registry Tax,	602 01
“ “ State appropriation,	3,922 52

Total, \$9,031 53

This money has been divided among the several schools as the law directs, \$25 being deducted for the printing of this Report. During the year it has seemed advisable to make some slight changes in the use of Text Books. Warren's Series of Geography, his Primary and Common School, have been substituted for Fitch's Series; and Sargent's New Series of Readers, for the Progressive Series by Town and Holbrook. Though the Committee feel that a long established use of school books should not be interrupted without great caution, yet changes are sometimes so desirable as to justify and demand such an interruption. It is believed to be thus in the instances noticed. While our schools may compare favorably with an equal number in any town in the State, it is still a question of no little interest, how shall we render them yet *more* efficient, and thereby contribute to the highest welfare of the individual, the State, the world at large. In noticing a few of the ways for this, the Committee respectfully invite attention.

1st. To the *place* where the child is to be taught. That this should be attractive with pleasant surroundings, spacious and cheerful, with culture and art and taste contributing to render it what nature may have failed to do, when possible, with trees, and arbors, and fountains, and flowers, and agreeable landscapes, all bearing their part towards beautifying the spot where the mind and heart of childhood and youth begin their development, is too obvious to admit of denial. That there is sometimes great deficiency in these respects is equally obvious. Too often, the school-house occupies some bluff or heath that is good for little or nothing else. More frequently narrow and uncomfortable yards are all that you see, with no lawn on either side, with few or no shade trees or other objects of attraction or interest to the pupil. Sometimes there are no friendly enclosures, but only the open common intersected with roads, public thoroughfares. Should it be thus where we gather together our children, the hope of the State, the hope of the world; our children, soon to be the teachers of other children, soon to wield the destinies of this mighty land? The voice of reason says, let the place for the school-house, where the mind and heart of childhood and youth are to begin their development, be the choice place of the entire community. It is too often, we regret to say, the very reverse.

2d. The school-house. Does not the consideration too frequently prevail, how cheaply can we build, without much reference to convenience or taste? Have we not much to learn in these respects? That there should be ample room, conveniently and tastefully arranged, with apparatus and libraries, and books suited to the wants of the pupil, and every thing adapted to facilitate the progress of the child in the attainment of knowledge, is obvious to one not so engrossed in the secondary pursuits of life as to be incapable of understanding the truth. The highest welfare of our future country, is in no small measure connected with this very particular. Hence we say, make the school-house the model of perfection so far as its adaptation to the highest improvement of the pupil is concerned. Let the seats and desks be of the most improved style, and the wardrobe so arranged, that every child may have easy access to it, knowing the identical place for his clothing, and with his own hands able to deposit and receive the same, not being regarded as of sufficient age to enter the school as a pupil, till he is thus able. Let the walls be adorned with choice engravings; let vases of flowers occupy their appropriate places, and the marble statue, where it may fill some niche prepared for it. Let the melodeon or the piano, be no unusual instrument, and the sweet tones of the same be no *uncommon* tones. Let every thing be at hand that may help you to unfold the latent germs of thought in the young mind, in the easiest and most perfect manner. Why should not the school-room be provided with all these helps and conveniences? There are means sufficient, there is property enough wherever there is a call for a school-house, to have many or all these things, and is there any way by which to secure so large an interest as by thus appropriating so much of this property as may be required?

But alas! the school-house, in too many instances, is a sad failure. It may be very imperfectly built, very inconveniently arranged, very repulsive in its interior and exterior mould, with no proper means for suitable ventilation, with no good facilities for shutting out or letting in the sun and light as the circumstances of the case may be, cold in winter, hot in summer, exposing to disease and death those who may gather there to gain the rudiments of science, those upon whom are soon to develop the sacred responsibilities of the State and the world; the school-house may exhibit all these inconveniences but no matter, it is a thing of trifling moment! Such is the feeling, such is the fact, in numerous instances far and near. It is indeed sometimes true that the basement of a church, is used as a substitute for a house properly located and built, as the highest culture of the child demands. And what is even worse, there is frequently a deficiency as to suitable out-buildings attached to the school-house, with a proper partition between the male and female departments. The Committee have been pained to see the neglect which in too many instances, is apparent in this respect. It is mournful that in this age of the world,

there should be a single district in all New England, of this description. The common laws of instinct, should suffice to obviate such an evil, and we hope that a word on this point, will result in correcting any defect that may now exist. Would we elevate the standard of education as we may, would we promote the interests of science in the highest degree, we must make the *place* and the *house* where the children meet to learn, contribute more to these objects than we do at present. These are the first links in the chain of a mighty reform, the starting points of an improvement, the benefits of which cannot be estimated.

3d. The teacher. His work is to mould the immortal mind and heart, to train the deathless intellect, to arouse, to evoke the slumbering faculties of the soul. And who is doing a more important work than such a person, or who is more worthy of the honor and gratitude of mankind than one laboring in this manner?

"As the twig is bent, the tree's inclined."

So the intellect, says Webster, "takes the direction given by its teachers in youth, and in its maturity can no more be changed, than can the gnarled trunk of the full grown oak be straightened. You may build temples of marble," he tells us, "but they will decay. You may build statutes of brass, and they will crumble to dust. But he who works upon the human mind, implanting noble thoughts and generous impulses, is rearing structures that shall never perish." Such is the work of the teacher. It is fearful, grand, glorious. And who, in manner, look, and general bearing, as well as suitable intellectual qualifications, should aim to be perfect, if not such a one? Did space permit we might dwell more in detail upon this portion of our report, but we forbear.

4th. Parents and every well wisher of children and youth, should give to all these interests their hearty countenance. They should cooperate with the teacher by manifesting an interest in his work; by taking his part against all unreasonable complaints of children illy taught at home, and all querulous persons who know not what is for their highest good, of which almost every school district has some. They should lend their aid by *visiting* his school from time to time; by speaking a word of encouragement in his hearing when opportunity affords; by being ready to adopt any measure of improvement for the mental, moral, or physical discipline of our children; in the introduction of new rules or new methods of teaching, which are occasionally brought to light, among which we would *especially* notice the "*Object method*" of instruction which has been so successfully introduced into the schools of Oswego, N. Y., within a few years, where there is now a flourishing training school to qualify teachers for this department. We would also call attention to the importance of Physical culture, which is claiming the consideration of some of our schools and colleges, the utility of which must be obvious to any

one who will give the subject a moment's consideration. How often the child suffers for want of this, and droops under the intellectual burdens imposed upon him, and in too many instances indeed, sinks into a premature grave. The round shoulders, the hollow chest, the pallid countenance, the nervous, dyspeptic system, furnish multiplied and sad instances. To avoid these calamities, as much as possible, let scientific physical training be connected with our schools, and not only the whole man will be the better educated for it, but life will be prolonged in many instances.

The friends of education should be ready cheerfully to meet the extra expenses which must grow out of these improvements, and others which are sure to occur as an unavoidable result of true progress.

But aside from these, when, at this time, the cost of living has so much increased, should not the wages of teachers be augmented? Should not there be magnanimity enough on the part of every district in the town, to act upon the demands of justice in this respect? It is to the praise of *some* schools, that this has been done nobly, promptly, generously. Let it be done by *all* the schools, and a reward will speedily follow.

Let the importance of public school instruction be realized as it should be, and there would be no lack in regard to any of the particulars specified. Let the thought of the career for weal or woe, of every child in community, be duly pondered, and there will certainly be an improvement in our schools however excellent they may be at present.

M. PHILLIPS,	} Committee.
T. COOK,	
S. SHELDON,	
R. WOODWARD,	

TEXT BOOKS RECOMMENDED BY THE COMMITTEE.

Sargent's New Series of Readers.	Berard's School History of the United States.
Progressive Speller.	Parley's Common School History of the World.
Worcester's Dictionary.	Well's Natural Philosophy.
Webster's Dictionary.	Well's Chemistry.
Greene's Grammar.	Gray's Lessons in Botany.
Greenleaf's Series of Arithmetic.	Coppee's Elements of Rhetoric.
Colburn's Mental Arithmetic.	Coppee's Elements of Logic.
Robinson's Algebra.	Tenney's Geology.
Warren's Series of Geography.	
Warren's Physical Geography.	
Goodrich's History of the United States.	

STATISTICS.

Dist. No.	LOCAL NAME. See table on following page.	Amount apportioned to District.	Amount drawn by Dis- trict.	Amount due the District.
1		\$202 42	\$202 42	
2		411 01	411 01	
3		220 62	220 62	
4		173 30	173 30	
5		341 85	341 85	
6		267 23	267 23	
7		153 39	153 39	
8		158 74	158 74	
9		156 92	156 92	
10		162 38	162 38	
11		156 92	156 92	
12	(17.72)	155 10	172 82	
13		153 39	153 39	
14		832 75	832 75	
15		162 38	90 00	72 38
16		823 65	823 65	
17		207 88	207 88	
18		158 74	158 74	
19		171 48	171 48	
20	(12.84)	182 40	182 10	
21		216 98	216 98	
22		229 72	229 72	
23	(88.71)	198 78	218 00	14 49
24	and 35	1093 60	1093 60	
25		434 67	434 67	
26		215 16	205 00	10 16
27		156 92	151 25	5 67
28		189 68	189 68	
29		169 66	169 66	
30		200 60	200 60	
31		213 84	213 84	
32		782 44	782 44	
33		850 95	850 95	
34		191 50	191 50	
35		175 12	175 12	

EXTRACTS FROM SCHOOL REPORTS.

NAME OF DISTRICT.	No. of District.	TEACHERS.	TRUSTEES.	School House Owner. D. District. P. Proprietor.	No. of Depart- ments.
Mansfield.....	1	Minerva Paine..... Harvey Holmes.....	Abel Paine.....	D.	1
Statersville.....	2	S. S. Scammell..... Helen R. Seagrave.....	William H. Seagrave.....		
ranch.....	3	Marian Burden.....	Alfred M. Aldrich.....	D.	1
Union.....	4	Jennie Smith.....	Welcome Comstock.....	D.	1
Globe.....	5	Louisa B. Cranston..... Emily Hoag.....	Thomas A. Paine.....	D.	2
Manville.....	6	Carrie L. Sherman..... Elisa C. Sherman.....	Jonathan Chase.....	P.	1
Staples.....	7	Helen A. Latham..... Emma M. Paine..... Mary G. Hendrick.....	W. Remington.....	D.	1
Aldrich.....	8	William B. Sayles.....	Gilbert Daniels.....	D.	1
Sayles' Hill.....	9	M. J. Hendrick..... E. A. Mowry.....	S. W. Mowry.....	D.	1
Mowry.....	10	Phebe Enches..... L. A. Mowry.....	Hiram Mowry.....	D.	1
Andrews.....	11	Susan Paine..... Minerva Paine.....	William Greyson.....	D.	1
Wionkheige.....	12	L. E. Winsor..... L. Swan.....	John A. Mowry.....	D.	1
Evans.....	13	S. D. Evans..... A. J. Mowry.....	George Applaby.....	P.	1
Greenville.....	14	D. Chandler..... M. M. Keech.....	S. White.....		
Stillwater.....	15	A. R. Mowry.....	W. P. Steere.....	D.	1
Georgiaville.....	16	C. Pierce..... L. Bushee.....	E. F. Steere..... J. Nichols.....		
Allenville.....	17	E. M. Mowry..... L. E. Winsor.....	Orin Barnes.....	D.	1
Dexter.....	18	N. B. Harris.....	B. S. Wilbur.....	D.	1
Pullen's Corner.....	19	J. C. Palmer.....	A. Draper.....	D.	1
Woonasquatucket.....	20	M. E. Keech.....	J. W. Gross.....	P.	1
Albion.....	21	Rebecca Clark.....	Samuel Clark.....	D.	1
Lime Rock.....	22	E. M. Sherman..... Julia Farnum.....	C. J. Manton.....	D.	1
Moshassuck.....	23	Ruth H. Smith.....	Levi J. Blanchard.....	D.	1
Central Falls..... (Union.)	24 25	H. K. Pinkman..... Julia Le Favour..... Sarah Comstock..... Olive Jacobs..... M. L. Gorton..... Maria W. Freeman..... H. A. Wales..... Elisa A. Ward.....	J. A. Adams..... L. Flagg..... William Newell.....	D.	6
Bernon.....	25	William L. Chase..... Lydia E. Paine.....	Seth Arnold.....	P.	2
Hamlet.....	26	Jennie Knight.....	John A. Bennett.....	P.	1

NAME OF DISTRICT.	No. of District.	TEACHERS.	TRUSTEES.	School House Owner. D. District. P. Proprietor.	No. of Depart- ments.
Remington.....	27	L. B. Mowry..... R. L. Bushee.....	O. B. Tift.....	D.	1
Sprague.....	28	C. M. Eddy.....	H. Cary.....	P.	1
Angell's.....	29	Carrie E. Angell.....	Ass Angell.....	D.	1
Friends.....	30	Lizzie E. Burns..... Elisha C. Mowry.....	B. B. Lincoln..... E. Tucker..... George Acheson.....	D.	1
Louiquissett.....	31	Rebecca H. Marble..... Sanford B. Smith.....	Joseph Olney..... Benjamin Comstock..... Moses Angell.....	D.	1
Lonsdale.....	32	Joseph N. Ross..... Millie M. Brown..... Mary E. Tillson.....	George Kilburn..... Warren Cook..... George A. Kent.....	P.	4
Valley Falls.....	33	Stiles L. Cook..... Sarah T. Bucklin.....	Horace G. Lawton.....	D.	2
Blackstone.....	34	Nancy E. Morse.....	C. P. Moulton.....	D.	1
Ashton.....	35	Mary E. Smith..... Daniel W. Mason.....	W. H. A. Wilkinson...	D.	1

EXTRACTS FROM SCHOOL REPORTS.

No. of District.	SUMMER SCHOOL SCHOLARS.				WINTER SCHOOL • SCHOLARS.				Length of School in months.
	Boys.	Girls.	Whole No.	Average.	Boys.	Girls.	Whole No.	Average.	
1	17	21	38	24	17	20	37	32	8
2	64	81	125	87	64	57	121	73	11
3	40	59	99	82½	14	15	29	43	8½
4	19	14	33	22	18	9	27	21	8
5	62	56	118	82	79	74	153	102	7½
6	20	26	46	30	18	25	43	24	9
7	7	13	20	16	9	12	21	15	7½
8					9	10	19	16	
9	9	11	20	12	14	15	29	18	9
10	14	15	29	18	8	6	14	12	7½
11	8	9	17	11	16	13	29	22	8
12	11	12	23	15	15	9	24	17	6
13	9	13	22	10	12	11	23	15	8
14	64	71	132	37	62	64	116	95	8½
15	13	9	22	11	*				
16	47	52	99	65	51	46	97	80	7½
17	30	41	71	48	18	20	38	29	8½
18	11	15	26	15	*				6½
19	17	10	27	16	17	12	29	18	8½
20	19	21	40	33	20	20	40	26	9½
21	43	47	90	56	38	25	63	54	9½
22	29	23	52	37	26	28	64	43	8½
23	32	30	62	48	29	23	52	40	9½
24									
25	188	200	388	269	210	204	414	256	9½
26	94	74	168	121					
27	26	22	48	24	16	8	24	12	10½
28	10	11	21	15	13	10	23	17	7½
29	30	24	54	45	23	19	42	34	
30	4	9	13	9	9	8	17	10	8½
31	32	32	64	42	48	38	86	49	5½
32	20	20	40	36	25	21	46	41	10
33	125	111	236	141	160	150	310	141	11
34	69	73	132	85	64	69	113	78	6
35	27	28	55	38½	31	26	57	40	
36	23	14	37	26½	20	11	31	21½	7½

*No School.

CUMBERLAND.—On the second Monday in June the Committee was organized by the election of J. C. Molten, Chairman; Davis Cook, Jr., Secretary.

John Boyden was appointed to examine teachers and schools, and prepare the necessary reports.

John Boyden, David H. Ela and Davis Cook, Jr., were appointed a Committee on Books.

The amount of moneys to be divided, after deducting \$50 for incidental expenses, was \$505,303.06.

While we may congratulate ourselves upon the good measure of prosperity which has attended our schools, generally, we have to lament that in some cases the per cent. of loss in the average attendance has been so great. We urge the public to look at this matter carefully and to act upon it earnestly. For, we must remember, it is not a secondary, nor a transient, nor a local interest, we are endeavoring to promote. It is of the first importance—it is the offspring of a settled policy—it is a universal interest. This is our most approved estimate of it; and yet, in some things, practically, we deny this. We deny it when we suffer our school-houses to become dilapidated—to wear the appearance of neglect—to be placed in the midst of sterility, and in the mud or dust of the high-way,—with no external attractiveness, and no beauty within—when we pursue a policy which is chiefly anxious to hire cheap teachers rather than good ones, and when we suffer our children to be absent for a single half day without the most substantial reasons.

Think, for a moment, of a man who should invest a thousand dollars, and through utter indifference lose one half of it! And this we do, when half our children stay from school, or, which is the same thing, when altogether they average to attend but half the time. Twenty-five per cent. loss is too much for any school, in ordinary circumstances, but it does not equal the average loss in this town during the last year. If this were owing to the prevalence of some sweeping epidemic, or other wide-spread calamity, we could accept it as unavoidable. But it is not so. Health has prevailed in our borders. Nor is it owing to hard times and poverty among the people. We are assured, upon good evidence, that children are suffered by their parents to be absent for the most trivial reasons, and not a few without any reasons at all.

The times on which we have fallen, admonish us that there is great peril in neglecting free schools. It is ignorance that exposes a man to become the tool of the crafty and cruel, and though ordinary intelligence may be blinded, and men become committed to false positions for a season, there will yet remain the *lever* by which eventually the right shall be lifted into the light, and the darkness no longer shroud it.

We ask every citizen to examine the statistical table appended to this report, and in particularly the members of those districts which

give such low figures in average attendance,—and say whether that is the best they can do for an institution which is vital to the prosperity of a Republic. We raise a fair amount of money, but how much of it we throw away! Let us strive for another year to bring our average attendance up to eighty-five per cent. of the whole number, and then we may lay some claim to a wise economy, and secure a large increase of golden fruit.

For further suggestions, we refer you to the following report.

J. C. MOLTEN, *Chairman*.

DAVIS COOK, JR., *Secretary*.

REPORT OF THE VISITING COMMITTEE.

Gentlemen:—In presenting my report for the year past, I am obliged to say in the outset, that I have not succeeded in visiting all the schools as the law requires. Once, I mistook the time,—once, the school closed abruptly on account of the measles, and twice, *funerals* prevented me.

It has been my aim to economize in time and money, and accordingly I have tried to visit as many schools in a day as I could and do justly by them. In the beginning of the terms, when well known and approved teachers have been employed, I have been able to visit as many as four in a day, where they were not too widely separated. At the closing examinations I have endeavored to visit *two* in a day; but less than formerly have I made this plan work, because fewer schools closed about the same time. If the public would bear the expense, it would doubtless be well to give a whole day to each closing examination, with here and there an exception. For, at the best, we can hear but little of what has been learned in three or four months, and if we are limited to three hours, we feel a constant uneasiness lest we should fail to see all the *classes*, even, to say nothing of the scores of individuals who, in one branch or another, will scarcely be heard at all. Superficialness is pretty sure to follow this state of things, and the examinations, which ought to *prove* the teacher's work, and the scholar's application, but poorly answer the important end in view.

Generally speaking, I think the schools have been well managed. One was closed before the time, because the teacher was inefficient. He seemed not to have any ideal,—was not awake to the possibilities of his calling; chosen, probably, without any intelligent regard to tastes or aptitudes. And this leads me to say, that there is no profession that deals with more vital or wide-spread interests, than that of the teacher. There is none that demands more natural fitness—more thorough preparation—more complete consecration to the work. No one should enter it without the consciousness of loving children so truly that he cherishes an absorbing interest in all that affects their welfare—can pity as well as punish—and do all things in his intercourse with them with a single eye to their highest good. Many a

pupil sees more of his teacher while attending school, than of his father, and ought to find in that teacher one who will aim to be as true and patient and just as a father can be. In the well-ordered family, the tenderest interest centres in the erring, and every art is used to bring him into harmony with the happiness of the household. There are not two parties there,—the parents on the one side and the children on the other; they are all one in interest, and the disobedience of a single child is the sorrow of all.

The school should be as the family; and the teacher needs a magic power to impress this truth on the hearts of his pupils. If he can succeed in this, the highest success is guaranteed, and the pleasure of teaching will be a hundred-fold greater than ordinary experience brings. And just to the extent that he fails in this direction, will he fail in unfolding the best elements in human nature.

Circumstances lead me to remark further, here, that we accept the maxim, "cleanliness is next to godliness;" and a teacher should always be an example of personal neatness. Let him see to it, that, from the crown of his head to the sole of his foot, he wears a wholesome look, that he may not only *be* a man, himself, but act constantly on his pupils to inspire them with a just sense of propriety. The neatness of the school-room will naturally follow the adoption of these suggestions, and the floor, instead of reminding one of the *saloon*, will be kept with such tasteful care as to recall the cozy sitting-room at home.

In my last report, I called attention to some defects in teaching orthography, reading and writing. In relation to the first two, I have seen many gratifying instances of improvement. Teachers have repeatedly testified that they have read but few pages, and those have been carefully studied. As I hinted before, if such a course is pursued faithfully, reading books will not soon seem old to the pupils. I would urge this subject renewedly upon the attention of teachers. Why should a scholar read a second piece before he has mastered the first to the extent of his ability?

As to spelling, it has received more attention than for some years before, so far as my observation will allow me to speak, and will profitably bear a severer effort still. In truth, the spelling-book is more neglected than any other, in nine-tenths of the schools. I have seldom failed to speak to candidates when I have examined them, upon the importance of this matter; and yet, I have found instances where not even the elementary sounds had been thought of! It cannot be that such teachers have either very definite or very comprehensive views of their work.

The methods of teaching writing have made very little advancement. We have good systems, but do not *apply* them. Usually, all the pupils write at the same time, and this is an improvement on former methods; but the written pages show that the work is seldom *criticised as it should be*. I have seen words mis-spelled from the top

to the bottom of the page,—lines and pages left partly completed, and new pages begun,—which clearly demonstrates that the teacher had not scanned his pupils' work. Now why should careful, critical oversight be neglected in this case more than in any other? Why should not a pupil be corrected for inattention to his copy, as well as to his teacher? Why indulge and strengthen a habit of looseness?

A while since I visited one of the Boston grammar schools, and saw the finest specimens of penmanship that I have ever seen in the school-room. It would be difficult for *one* man to write so much with such uniformity. In twenty or thirty books I did not find a single blot, nor hardly a sign of carelessness. Each lesson had been carefully inspected, and delicate pencil-marks called attention to both excellencies and defects. What is there in those pupils that may not be found in an equal number of similar ages in any town? I suppose the measure of our success will be according to our efforts, in the long run, and what has been done in one school may be done in another, under favorable circumstances. Though the scholar sees his imitation is not perfect, he may not be able to tell precisely *wherein*, and though his teacher be not a good penman, he should be able to show him the exact point in which he fails. And where such an effort is made earnestly and patiently, it must eventually secure the most gratifying results.

Perhaps it will be said, there is not time enough for all this carefulness. If so, then it were better to reduce the *amount* of writing, and thus improve the *quality*. But want of time is often a questionable plea,—about as frequently made in reference to small, as large, schools. In the world at large, they who have the most to do, generally, will have the most time for special demands. They are usually more prompt to meet engagements; and the reason is, they systematize their labors. Of course there is a limit to human ability, but it is not commonly reached, and men use up all their time without using half their talent. My observation has suggested two points in which many of our teachers might make considerable improvement.

First, they might gain time by a more rigid classification. No scholar should be heard alone, where it is possible to merge him in a class. If he wishes to pursue some study different from all others in the school, the teacher must decide whether he can afford the requisite time, without detriment to the other pupils. Again, if the scholars so vary in attainments that it is difficult to bring them into classes, yet this must be done to the utmost, where the size of the school demands it. If a pupil can go along faster than his class, yet is unable to keep up with the class above him, let him take some other study for the balance of his time. He has no right to the teacher's services, to the exclusion of half a dozen others.

Second, teachers may profitably dispense with some of the tedious formalities which, though they may have been a help in bringing the school into order, are not quite as necessary in the daily work, month

after month. It is possible to have too much "red tape" in the school-room. When a pupil in his class stands within a yard of his seat, it seems hardly worth the while for him to march half round the room in order to enter his seat from the front. Yet this is sometimes done. In all simplicity it may be asked, why not let scholars go by the shortest passage, to and from their seats? Some of our teachers—and they are among the most successful—have classes advancing into line at the same time that others are retiring, so that when these have reached their seats, their successors on the floor are ready to begin their exercises. This is quite a saving of time, without a perceptible increase of confusion.

But undue formality in the movements of scholars is frequently followed by a still greater formality in the method of conducting the exercises. If we take up mental arithmetic, for illustration, we find that in the beginning the learner must give the processes orally, and this method should be adhered to till it lies clear in the mind. But when the path from problem to solution has become familiar, why should time be taken to renew the description, when the mind takes it in at a glance? Why should not the scholar soon make it *mental* arithmetic, instead of oral, and learn to solve it silently, announcing simply the result? This is essential, if we would make it truly practical. It is essential in order that the mind may be self-reliant and strong by habitual concentration.

Similar suggestions are applicable to the usual methods of teaching grammar. A great deal of time is wasted in the repetition of *rules*, after they have become familiar to scholars as "household words." If you desire your boy to go to Mr. Smith's every day on business for three or four months, and you minutely describe the way so that he soon becomes familiar with it, will you repeat forever the directions? So, if a scholar has learned what a noun, or a verb, or an adjective is, and the reasons therefor, why should he repeat the *reasons* every time he names the parts of speech? I think if teachers will bear in mind that when a child can go alone, he will improve in strength more by doing so than by leaning on a chair, they will see the true philosophy of teaching the mind to stand on its own base, and to get strength by its own vigorous endeavor.

In that class of exercises where much of the time is occupied by the teacher in putting questions, it is highly important that his questions should be given with great promptness. A very little delay gives the scholar time to relax his mental energy, and he is really less capable than if his powers were kept constantly working. Thus, not only the amount but the *quality* of the work depends much upon the readiness of the teacher. And it should be remembered, that, as education is not a process of pouring in, but of bringing out,—not a method of lumbering the mind by feeding it, but rather of invigorating it by exercise,—the true result can be reached only by such means as will put it into a state of complete wakefulness. Let these

hints be acted on by teachers—let pupils all be brought to feel that they must not keep each other and the teacher waiting, which is a wrong to the whole school, and most of the complaints as to want of time will cease. And not only so, success will be far greater, as will also the pleasure, both to teacher and learner. We have all noticed that, whatever drones may say, children generally are most interested in the school which exhibits the most real, persistent life. They are not fond of the inactivity which looks towards death. It has been said, that “some people believe in a heaven where we shall have nothing to do but to wear clean white aprons and sing psalms ;” but the more attractive notion is, that heaven is a condition of ceaseless activity,—of perpetual and universal growth in the spiritual nature. And I incline to think, that if children had their choice, they would choose the latter ; and the more the school-room resembles it in the unfolding of living truth, the more will they be drawn towards it, and the sweeter will be its memories in after life.

But this is not all. Defective order does not always spring from simple inability to govern. Any person will fail to a large extent, if the power to keep pupils interested in their studies be wanting. So long as he can do this, he will have very little occasion to think of order ;—that is a matter which may be almost left to itself. If

“ Satan finds some mischief still,
For idle hands to do,”

his “occupation will be gone” wherever the energies are taken up with legitimate work. We have had excellent illustrations of this in some of our schools. I contrast the times now with the times of my boyhood. Then, the little urchin stood up twice each half day to spell or read, but having nothing to do for the rest of the time, he was pretty sure to perpetrate what was called mischief, (though he did not call it such,) and then get corrected for what he could not avoid. It was a good process for hardening the heart, but not very efficacious in developing a love of education, or bequeathing pleasant recollections of the school-room. Now, all ambitious teachers seek to find employment for the little ones, and so take up the “slack-rope” which might otherwise entangle them. And thus, whoever has the power to keep the faculties of his pupils all centering upon the legitimate work of the school-room, may cast aside his rod, and efface the thoughts of that “little brief authority” which has made tyrants of so many, and find a throne in every heart.

It will be remembered that during the year past, this Board has adopted a couple of articles in amendment of the “Regulations” of the schools, and I think experience has already demonstrated the wisdom of the measure. If it be faithfully enforced it will probably be an effectual remedy for the difficulty. Something more, still, is needed, (though not perhaps within reach of the Committee,) to secure a better attendance in the schools. For, by reference to the returns

herewith presented, it will be seen that in some of the districts, the average attendance is just fifty per cent. of the whole number registered! It is for parents and guardians to say whether they will sacrifice half their educational privileges, not only injuring their own families, but their neighbors and the community in general. For "if one member suffer, all the members suffer with it." It is as much the doctrine of common sense, as it is of the Bible, that no man can do wrong, and yet confine that evil to himself. Even if he *could* thus circumscribe it, he would have no right to do wrong, but as he cannot, the community whose interests are imperilled has a right to remonstrate. It is universally conceded, that the absence of a pupil naturally lowers the tone of his class and breathes the poison of indifference into the school. When some public exhibition, like a circus or a menagerie, enters a place, and half the school has gone after it, what is the day worth to those that remain? Vacant seats stare at you, and a fatal ennui spreads over all, not excepting the teacher, who endeavors to spur his flagging energies and persuade himself that he is working according to his contract. And when the attraction is less, so that fewer pupils leave, the effect is the same in kind, if not in degree.

But we have other schools that give us encouragement, and show what might be done where a reasonable effort is made. In the school in District No. 10, taught for several terms by Miss Mary A. Arnold, with very great success, we have an average attendance, in round numbers, of ninety-three per cent. This is the best example in the town. There are in this school several pupils who have been absent but once in a term; and one, Edwin F. Carpenter, who has been absent but once in seventy-two weeks! Could the parents who have sent their children only half the time, mingle with the many visitors who assemble in No. 10 on examination days, and see what success *means*, and what it proceeds from, I think they might be inspired to efforts worthy of the cause in hand.

By a vote of the committee I was directed to visit the pupils sent from District No. 12 to the Lonsdale school in Smithfield. I have done so, and am happy to report very favorably of their privileges. The school is in four grades, all under excellent teachers, and these pupils really have a much better opportunity for acquiring an education than they could have had in their own district.

It is possible that, in what I have written, the teachers will think I have indulged too much in a tone of complaint; that, as they are conscious of having made earnest endeavors, they do not deem themselves open to so much criticism. But the thoughtful will see, that personal considerations are out of the question—that the committee and teachers are not two parties, but one; and that we are all interested to make the schools all they *can* be, both for the pupils' and the teachers' sakes. If they see opportunities for improving their methods and do not embrace them, they are blameworthy. If *we* see

defects and do not point them out, we are guilty. And since no man has reached perfection, it is the duty of all to cultivate a willingness to learn, of whomsoever may be able to teach.

The truth is, the art of teaching is followed for so brief a period by most of those who engage in it, that the best efforts can scarcely reach what seems possible to every reflecting mind. Females begin at fifteen or sixteen, and teach till they get married; males begin at eighteen or twenty, and continue till something more lucrative offers. And so, our schools are largely scenes of experiment, and the wonder is that they exhibit so many excellencies and so few defects. But our hope must lie in the persevering application of such means as we have, for it is vain to expect any radical change in the laws of society. People will always seek to better their situation, socially and pecuniarily. Those branches of labor which give largest promise in these directions, will inevitably secure the most active talent, and the humbler callings must make the most of what is left.

There is one topic which I wish, through this report, to commend to all teachers, viz., the best methods for securing *thoroughness*.

We have all seen good scholars unexpectedly fail in examinations conducted by others than their teachers; and why is it? We have seen it where the questions were more simple than those they had been accustomed to; and I repeat, why is it? Two reasons may be sufficient for the present purpose. They have not been actually *disciplined to self-reliance*, and they have not been taken out of the beaten paths into the broad way of practical life.

The first reason urges the teacher to let the pupil do his own work. There is nothing which a kind nature will more incline to do, than to render assistance and encourage the struggling; and there is nothing of which teachers seem so unaware, as the fact that they do render assistance when their theory is to withhold it. It is done by hints, by leading questions, or some other method of which they seem unconscious. When the committee puts a question and the scholar hesitates, how long can the teacher wait without making some suggestion or putting a question which is in the nature of assistance to the scholar? It may not be much, to be sure, but it is evidently just about what he has been in the habit of doing, and the scholar still depends upon it. This is not to fit him for practical life. He cannot always have a teacher to help him out of difficulty; and you will have *thoroughly* taught him, *only*, in so far as you have enabled him to "go alone."

The second reason, above hinted, points especially to *review* exercises. Every teacher should have his reviews at stated times, and it seems to me these ought not to be conducted by repeating the old questions, but by the help of new questions for old principles. It is very desirable that the teacher should furnish them from his own brain. But if he be unable to do this, let him command other textbooks than those used in the school. At any rate, let him take his

pupils away from beaten paths, and when they are examined by strangers, they will not be embarrassed by questions slightly differing from those in their books. Take written arithmetic, for instance. And here let me say, I have not so much faith in uniformity of books as I once had. I would not care if there were as many authors in the school as there are pupils to study it. Let some principle be assigned for a lesson,—each pupil attempt its exposition by direction of his own author,—then the class compare the various methods, and all will be more likely to comprehend it, than if they travelled by the same road to the result. It would be equivalent to a process of *proving the correctness of a solution*.

When I have suggested this view to teachers, I have sometimes been reminded that it would increase their difficulties. Yet this is a mistake, provided they really comprehended what they try to teach. If I fully understand the question of *interest*, what do I care if a score of authors are thrust in my face, each claiming to have a superior method? We can take our choice, since each conducts to the true issue. And so, in the absence of a variety of authors, I would have teachers conduct reviews by the use of original, practical questions. I once asked a young lady, How many dollars are there in a million and a half of mills? and she was unwilling to put it on the board, though she was a good scholar, and, I think, had studied as far as Cube Root. I have often found that the simplest questions have puzzled scholars, and for no other reason than that they were out of the common track. Hence, I say, be perfectly certain that your pupils can explain a principle fully, without so much as a *hint* from you, before you assume that they understand it.

I cannot close this report without alluding to my relations with committees, teachers, parents, scholars, and friends of education generally. These have been to me very pleasant and profitable. For more than twenty years I have held official connexion with them, and have been treated with great courtesy and kindness. The children in the school-rooms have given me cheerful welcome, and the "old folks at home" have responded to my needs with generous hospitality. I desire to thank them all most heartily, and I pray that God's blessing may be with them.

The increasing demands of my chosen profession render the duties of this office at times irksome, and admonish me to leave the place for some one who can more effectually promote the public good. Accordingly, with the present school year, I close my official connexion with the public schools of this town.

With the best wishes for the rising generation, and the prosperity of republican institutions here and everywhere, and with a grateful appreciation of the generous confidence reposed in me,

I respectfully submit this report.

J. BOYDEN, *Visiting Committee.*

The following table shows the per centage of attendance during the summer and winter terms, respectively. The general average in summer was 75 per cent., and in winter 68 per cent. Here is a loss in summer of 25 per cent., and in winter of 32 per cent. Can the people afford it? Careful observation while giving permits, assures us that the absentees are about three times as many as they ought to be; that is, the excuses are "without excuse."

	Summer per cent.	Winter per cent.
No. 3.....	63	73
No. 4.....	76	50
No. 5.....	50	50
No. 6.....	76	63
No. 7.....	86	72
No. 8.....	78	84
No. 9.....	82	68
No. 10.....	98	81
No. 11.....	73	63
No. 12.....	58	35
No. 18 Primary School.....	76	55
No. 18 Grammar School.....	65	83
No. 14.....	90	62
No. 15.....	84	65
No. 16.....	80	76
No. 17.....	61	50
No. 18 No return.		
[Consolidated.]		
No. 1.....	75	73
No. 2.....	84	83
No. 19.....	76	71
No. 20.....	73	73
Intermediate School.....	76	84
Grammar School.....	78	80
High School.....	80	78
Lonsdale.....		83

FOSTER.—The School Committee of the Town of Foster in presenting their Annual Report, have nothing of special importance to report to the freemen of the town. We would say that the schools have been kept a part of the year in the several districts.

There remains about \$700 00 in the treasury for future schools.

A report has been made to the School Commissioner.

All of which is humbly submitted to you for your consideration.

MOWRY P. ARNOLD, *Chairman.*

FOSTER, May 30, 1864.

EAST PROVIDENCE.—The School Committee of East Providence respectfully submit to their fellow-citizens their Second Annual Report:

Your Committee organized by electing George F. Wilson, Chairman, and Thomas B. Bishop, Clerk. The immediate superintendence of

Districts Nos. 1 and 4 was given to Mr. Horton ; of Nos. 2, 5 and 6, to Mr. Wilson ; of Nos. 3, 7 and 8, to Mr. Bishop. Subsequently, by the absence of Mr. Bishop during a large part of the school year, the duties of clerk devolved upon Mr Horton, as did also the charge of the schools assigned to Mr. Bishop.

The general condition of the schools has been good, although in some of the Districts great reforms are necessary. In the 3d, 4th, 5th, 6th, and 7th Districts, the improvement has been marked and rapid, but your Committee regret to say that this is not true of the remainder. In District No. 1 the irregularity in attendance has been very great. This has rendered the duties of the teachers very irksome and difficult, and sadly, indeed, almost wholly impaired the usefulness of the school. This evil has for two years been a great draw-back upon progress in this school. The people of the District should understand that it is by reason of their exceedingly small average attendance that they have had less money in proportion to their whole number of scholars than any other school in town. By the State law a portion of the money is divided according to average attendance, and those Districts that permit children to absent themselves so generally from the school-room have to lose the money which they might otherwise obtain. We submit this matter to the careful consideration of the people of the District upon whose action in the premises the whole matter depends. Let *each* parent see to it that *his* children are regularly in the school-room and the evil will at once be remedied. We are told that the heating apparatus does not sufficiently warm the house in cold days, if so, the attention of the proper officers should at once be called to it. With that the School Committee in their official capacity have nothing to do. In District No. 2 many causes have operated to hinder the progress of the school. The Trustee was twice unfortunate in his selection of a teacher, and the result has been a change of teachers each term. This is in itself a great misfortune. Too much care cannot be taken in the choice of teachers, nor can too much importance be given in retaining a good teacher, when his services can be procured. The school-room also is far too small for the rapidly increasing wants of the District. The children are many of them small, and were huddled together in such a way that it was almost impossible for the teacher to preserve any kind of discipline. The house is also badly ventilated. The town has already provided for these defects by appropriating a liberal sum of money for the erection of a new school edifice.

District No. 7.—The unfortunate dissensions in this District have deprived the children for two years of a suitable room for a school. This of itself is a sufficient reason for want of progress. During the past year a school has been kept in one of the houses in the lower part of the District, under the charge of one of our most efficient teachers, but the school has been small and the surroundings have not been such

as to stimulate the children to active exertion in their studies, or to establish habits of neatness and orderly systematic labor.

SCHOOL HOUSES AND SCHOOL HOUSE LOTS.

District No. 2.—The town, it will be remembered, voted to accept the proposal of Mr. George F. Wilson, who offered to buy the old house on the appraisal of three disinterested men. They also appropriated a sum of money for the erection of a new house. The Council were authorized to perform this work. Your Committee furnished the proper plans, and transmitted them to the Town Council. Their official action in the premises has already been reported to the town.

District No. 7.—The Committee in their last Annual Report explained quite fully the course which they had taken in reference to the location of a school-house in this District. They then believed, and time has by no means altered their opinion, that it is essential to the future usefulness of our schools that they be organized in such a way as to give, as far as circumstances will admit, all the schools an equal number of scholars. This cannot be done absolutely in our country schools, but we may approximate towards it. The town having voted to erect all new school houses by a town tax, and having become the owners, by purchase, of all District property, it became the duty of the School Committee to locate the houses in such places as would best subserve the general interests of the whole school system of the town, not only for the present, but also for the future. The selection of a suitable site in District No. 7 was a matter of great difficulty, and was considered long and seriously. We recognize the fact that as the District was then constituted, if a school-house was built in the lower part of the District it would accommodate not more than sixteen children at present, with a probability of a decrease rather than an increase in the future. In short that to build a school-house in that part of the District, would cost the town not less than one thousand dollars, would never have scholars enough to constitute a useful school, and would compel the employment of a teacher at nearly the same expense as in a larger school. We also foresaw that it would cut off the transfer of children from any other District in which the number of scholars might become too large. We perceived that the school in No. 5 was destined to increase in numbers, and that to build upon the site which had been selected by the previous Committee would enable a portion of the surplus to attend school in District No. 7, thus having as before a good school at a convenient distance. By this means the number of scholars in the two Districts would be equalized and the efficiency of both schools increased. We therefore endorsed the action of the Committee of last year, and transferred to this District a portion of the inhabitants of District No. 5, giving them permission, however, to send their children to school in No. 5 until the new house was completed. It is claimed by some of

our fellow-citizens that the Committee in taking this action, have usurped powers not belonging to them, and have violated the sacred rights of individuals. On the first point we would simply recommend the reading of those Statutes of the State which define the powers and duties of School Committees, and on the latter point we would suggest that on general principles, no man or class of men in a community can claim, as a personal right, that which impairs or interferes with the rights of a majority of their fellow-citizens, or conflicts with a sound public policy. The greatest good of the greatest number under a Republican form of government, is a controlling principle. We are willing to submit our course to the judgment of our fellow-citizens, doubting not that time will prove the wisdom of our views. We insert here the decision of the State School Commissioner, Hon. Henry Rousmaniere, by whom the action of the Committee was reviewed upon appeal.

"I can see no sound objection to the action of the Committee. The arguments in favor of the appeal have but little force, for instance, that the location of the proposed school-house is not favored by every one in the District, and that the change of boundaries will incommode a few persons. There never was a regulation in a school District which did not incommode somebody. A school-house was never built the site of which did not offend the interests or prejudices of some persons. It is idle to seek for unanimity of opinion in such matters. All that a Committee can wisely aim after is to pay due regard to the *general* interests of the people."

"In regard to a change of boundaries, it was shown that certain persons were taken from a District large enough to support a school without them, and annexed to District No. 7, which had previously never had scholars enough to constitute an active public school. I, therefore, confirm the votes of the Committee, locating the school-house in and changing the boundaries of District No. 7."

SECOND GRADE SCHOOLS.

A great difficulty in our schools and a serious impediment to their progress is the large number of pupils in many of the Districts who are placed under the instruction of a single teacher. These children are of all ages and degrees of capacity, from the child in the alphabet, to the youth of seventeen. The amount of labor to be performed in such a school is, we fear, seldom appreciated by parents, and cannot be *well* performed by any teacher, however efficient. The only way to remedy the evil is to establish schools of another grade for the more advanced pupils. Two of these schools would be amply sufficient for present necessities, and their usefulness would, we think, be appreciated by all. Such schools would give the teacher in the lower departments much more time to devote to smaller children, and would simplify their labors, while the larger children would receive that attention which teachers under the present system have not now the time to bestow. A room in the north part of the town would accommodate those of a suitable age in Districts Nos. 2, 3 and 8. While one in the vicinity of Armington's store would accommodate those in Districts Nos. 4, 5, 6 and 7. In District No. 1 there are two departments at present. The gradual increase in our population will soon render the building of new houses absolutely necessary, on account of the rapid

increase of children, and hence this plan recommends itself, not only as of vital interest to the cause of education, but also as a matter of economy.

In conclusion we would impress upon the minds of our fellow-citizens the importance of a general diffusion of knowledge. Through it alone can we ever hope to perpetrate our Democratic institutions. Upon the intelligence of the children of the present, depends, in a great measure, the success or failure of our experiment of government. If ought of liberty be preserved when the popular frenzy, which is now sweeping with an epidemic fury over all sections of our country, has spent itself, theirs will be the difficult task of bringing back our government to the principles of its founders, of confronting and staying the insidious advances of *Despotic Power*, which, under the pleasing guise of patriotism, has well nigh persuaded the American people to reenact on this continent, the old but mournful tragedy of a free people, willingly assisting in forging their own chains, despite the solemn warnings of all history. The duty of the patriot is plain. Though he cannot change what has been, and is, he may provide for what shall be, and having secured the education of his children, may comfort himself with the hope, that in a happier future, when the fearful struggles of the present are over, and gentle peace again blesses the land with her benignant smiles, his children may enjoy the blessings of a free government, a government powerful in its unity, noble in devotion of its children, and liberal in its guarantees of liberty.

For the Committee,

THOMAS B. BISHOP.

EAST PROVIDENCE, May 1st, 1864.

FINANCE.

SCHOOL MONEY.

From the State.....	\$698 94
" " Town.....	1000 00
" Registry Taxes.....	100 15
" Balance from last year.....	243 79
	<hr/>
	\$2042 88
For Report of School Committee.....	20 00
	<hr/>
	\$2022 88

Divided among the several Districts, as follows :

Districts.	Divided by the Committee.	Balance from last year.	Total.
District No. 1	\$844 41	12	\$844 53
" " 2	235 94	\$79 90	315 84
" " 3	250 73	10 68	261 41
" " 4	196 50	39 65	236 15
" " 5	221 15	35 86	257 01
" " 6	169 38	7 62	177 00
" " 7	152 13	69 96	222 09
" " 8	208 85		208 85
	<hr/>		
	\$1779 09	\$243 79	\$2022 88

Upon orders of the Committee, the Districts have drawn as follows :

Districts.	Drawn for pay of Teachers.	Drawn for Inci- dentals.	Total.	Amount not ex- pended.
District No. 1.....	\$297 00	\$47 58	\$344 58	
" " 2.....	245 00	35 37	280 37	
" " 3.....	217 50	43 91	261 41	
" " 4.....	197 50	34 36	231 86	
" " 5.....	184 50	35 60	220 10	
" " 6.....	165 00	25 25	190 25	
" " 7.....	160 00	19 15	179 15	
" " 8.....	182 00	26 85	208 85	
	<hr/>			
	\$1648 50	\$268 02	\$1916 52	\$106 86

	District No. 1.	District No. 2.	District No. 3.	District No. 4.	District No. 5.	District No. 6.	District No. 7.	District No. 8.
Amount of money apportioned to the District.	\$344 53	\$315 84	\$261 41	\$236 15	\$257 01	\$177 00	\$222 09	\$208 85
Amount of money drawn from the Treasury and expended for Schools.	\$344 53	\$290 37	\$261 41	\$231 86	\$220 10	\$190 25	\$179 15	\$208 85
Names of Trustees.	D. S. Anthony.	James E. Barney.	Chris. Dexter.	Seth L. Horton.	Oliver C. Barney.	No Trustees. School under direction of Committee.	Edward Aborn. Eva Hutchins.	T. B. Bishop.
Number of Terms.	2	4	3	3	4	3	3	3
Length of Terms in months of four weeks each.	First, 3 Second, 3-4	First, 2-3-4 Second, 2 Third, 3 Fourth, 2	First, 2-1-2 Second, 2-3-4 Third, 4-1-4	First, 3 Second, 3-3-4 Third, 3	First, 3 Second, 1-3-4 Third, 3 Fourth, 1	First, 2-1-2 Second, 2-3-4 Third, 3	First, 2-1-3 Second, 2-1-2 Third, 4	First, 2-1-2 Second, 2-3-4 Third, 3-1-4
Whole number of pupils registered during each Term.	First, 120 Second, 131	First, 37 Second, 56 Third, 64 Fourth, 58	First, 57 Second, 48 Third, 53	First, 29 Second, 34 Third, 32	First, 37 Second, 40 Third, 46 Fourth, 37	First, 13 Second, 14 Third, 22	First, 11 Second, 12 Third, 16	First, 25 Second, 30 Third, 31
Average attendance during each Term.	First, 98 Second, 91	First, 37 Second, 44 Third, 51 Fourth, 44	First, 44 Second, 38 Third, 36	First, 24 Second, 28 Third, 25	First, 29 Second, 36 Third, 37 Fourth, 30	First, 11 Second, 13 Third, 17	First, 10 Second, 10 Third, 11	First, 18 Second, 25 Third, 23
Number of families who sent children to School during each Term.	First, 77 Second, 73	First, 25 Second, 26 Third, 29 Fourth, 28	First, 35 Second, 30 Third, 30	First, 14 Second, 16 Third, 14	First, 16 Second, 17 Third, 20 Fourth, 18	First, 8 Second, 8 Third, 13	First, 5 Second, 5 Third, 7	First, 15 Second, 16 Third, 18
Names of Teachers.	M. A. Carpenter. F. Carpenter.	Mary C. Horton. Lydia A. Palne. Chas. E. Barney. Lydia A. Palne.	H. M. Gerald.	Annie C. Reed. M. L. Phillips.	L. Eleanor Bliss.	A. F. Bishop.	Sarah M. Munro.	Sarah R. Grant.
Number of visits from Trustees during year.		7	5	8	4		5	7
Number of visits from Committees during year.	13	8	9	9	9	6	3	8
Number of visits from parents and others during year.	51	31	84	168	67	29	44	83
Wages of Teachers per month during each Term.	First, \$24 00 Second, 20 00 Third, 24 00 Fourth, 24 00	First, \$20 00 Second, 20 00 Third, 24 00 Fourth, 24 00	First, \$22 00 Second, 22 00 Third, 24 00	\$20 00	First, \$20 00 Second, 20 00 Third, 22 00 Fourth, 22 00	\$20 00	\$16 00 \$16 00 \$20 00	\$20 00 \$22 00 \$22 00
School-house—whether new or old, and the condition of the same.	Lately repaired and in good condition.	Old House and not in good condition.	New House.	New House.	Old House and Old House, not in good condition in good condition. No school kept.			

BURRILLVILLE.—The School Committee respectfully submit their annual report:—

The committee was organized by the appointment of Isaac Steere as chairman, and Francis Carpenter as clerk.

Owing to the business relations of one, and illness and absence of another of the committee, the principal visitation and general supervision of all the schools devolved on the chairman.

The funds for the past year were from the following sources:

From State.....	\$1,459 97
From Town.....	1,000 00
Registry Taxes.....	227 50
Unexpended last year.....	27 85
Total.....	\$2,714 82
For printing this Report.....	20 00
Remaining.....	\$2,694 82

Which was apportioned among the several Districts, according to law.

The condensed statistics of the several schools are exhibited in the following table:

No. of District.	LOCAL NAME.	State and Town Money.	Registry Tax.	Scholars Registered— Winter Term.				Months of School.	Visits of Trustees.	Visits from Com.	Visits from Parents and others.
				Boys.	Girls.	Total.	Average.				
1	White School House.....	\$148 92	\$11 70	32	24	56	34	7	2	6	49
2	Mount Pleasant....	181 96	8 78	22	12	34	25	7½	1	7	32
3	Esten	106 71	2 60	11	4	15	7	6	0	6	36
4	Glendale.....	191 77	23 40	46	39	85	66	8½	3	9	91
5	Mapleville.....	174 49	19 18	32	36	68	51	9	4	6	101
6	Round Top.....	121 83	6 17	8	14	22	13	6½	2	3	9
7	Harrisville.....	270 18	42 58	81	81	162	120	6½	0	17	112
8	Logee.....	108 04	2 92	5	6	11	9	7	0	7	67
9	Wallum Pond.....	118 86	4 22	9	9	18	12	7	3	4	11
10	Laurel Hill.....	205 06	26 65	57	41	101	64	4	4	4	81
11	Pascoag.....	274 50	43 87	73	60	133	96	9	14	18	269
12	Eagle Peak.....	185 95	9 75	14	16	30	22	7½	3	7	41
13	Jackson.....	114 69	4 55	10	8	18	18	7½	4	4	38
14	Buck Hill.....	114 69	4 55	12	8	20	17	8	3	1	18
15	Harris.....	118 67	5 85	11	12	23	16	8	6	7	62
16	Mohegan.....	141 27	10 05	32	28	60	50	7½	2	8	66

SCHOOL DISTRICTS.

District No. 1.—Betsey S. Phetteplace, of Burrillville, taught the summer term. She had taught in this district several terms before, as well as elsewhere; her efforts were successful, and we believe that she terminated her labors in the school-room to the satisfaction of all.

The winter term was taught by Phebe Enches, of North Providence, a teacher of many years' experience. Her labors and success were satisfactory to the Committee.

Marshall Walling, the Trustee, died during the winter term; he evidently took an interest in the welfare of the school, and we have reasons to believe that he was a faithful officer.

District No. 2.—The summer term was taught by Emma J. Potter, of Burrillville, a young teacher of much promise. As far as we know, all concerned were satisfied with the school.

Moses A. Aldrich, of Smithfield, was employed during the winter; he came well recommended, and, on examination and trial, his literary qualifications were found to be ample.

In the midst of the term, complaints came to the Committee from school officers and others, in the district, that the teacher was inefficient in government; that the order was not good; and, in short, that the school was a great failure, and as a consequence—or a cause, we are not sure which—nearly the whole district was arrayed against the teacher. It appeared to us that the case was one that required immediate attention; but before proceeding further, we should state that the school was visited near its commencement by two members of the Committee separately and independently of each other. When they met and conferred upon the condition and prospects of the school, they were united in the belief that the school bid fair, that the teacher appeared to be doing well in his first attempt at teaching. To the complaint above referred to, a member of the Committee responded, and spent several hours in an examination of the school, the modes of teaching, government, &c., at which time several of the parents and others were present. The Committee pronounced the school fair, above the average of schools in town, and saw but little to find fault with. At this time, stories were in circulation that the teacher had said things derogatory to the character of the people and pupils of the district; this he utterly and promptly denied. We feel bound to take the word of any person whose name stands fair in the community, and especially that of our teachers who have not had their characters impeached, rather than to give credence to floating rumors that have no local habitation or real name.

The school was again visited near its close by one of the Committee; it was in good condition, and the pupils rendered ready obedience, and appeared to have made fair progress in their studies.

If the School Committee of Burrillville may be allowed to be judges of their own feelings and motives, they would here deliberately and candidly state, that they had no private or selfish ends to serve—no other interest to labor for than the common weal of this, as well as every other school in town.

District No. 3.—Nancy A. Payne, of Burrillville, taught the summer term. This is a small school, and it was her first effort at teaching.

Henry E. Cooke, also of Burrillville, taught the winter term. When visited by us, there were but very few scholars in attendance;

and, as we received no notice when the school was to close, we are not as well prepared to judge of the progress as might otherwise have been the case.

District No. 4.—Anne M. Shumway, of Burrillville, had charge of the school during the year. She has had much experience in the work, labors long and faithfully in the school-room, and succeeded, we believe, to the satisfaction of all concerned.

District No. 5.—Lydia C. Armstrong, of Glocester, taught through the year, and has built up a character, as a faithful and a very successful teacher, second to very few, if any, in our midst. There is a commendable interest manifested, a public spirit for the public good shown in this, that other districts would do well to imitate. The leading business men of the district not only attend the district meetings, but they subscribe liberally for the purchase of standard books and apparatus used in the school-room; besides, taxes are paid on rate bills that lengthen the school several months each year.

District No. 6.—This school was under the charge of L. Jennie Albee, of Uxbridge, Mass. She was a good teacher, and when we visited the school she was doing well. We were not notified of the close of one term, and the notice at another time was too short to be of any avail.

District No. 7.—Nancy S. Battey, of Burrillville, was teacher in the Grammar School for the year. She labored with zeal and industry, and had some of the larger scholars seconded her efforts by a prompt obedience, they would stand higher in our estimation than they do now, and would have lightened the burdens of the teacher.

The teacher secured, through the aid and coöperation of some of the liberal and enlightened inhabitants of the district, several valuable standard works, which were placed in the school-room, to which the pupils had free access.

Eliza Slocum, of Glocester, taught the summer and fall terms of the Primary Department. Her experience in this school had established her reputation as a successful teacher, but at the close of the fall term a very sudden and very afflictive domestic bereavement terminated her connection with the school, whereupon Emma J. Potter was engaged for the winter, who acquitted herself creditably in her responsible position.

District No. 8.—Mary E. Shumway, of Burrillville, was teacher for the year. Although this was her first effort at teaching, her success was fair, and all interested appeared to be satisfied. She promises well for the future.

District No. 9.—Sarah Wakefield, of Webster, Mass., taught during the year. This was her first school, yet she succeeded in bringing it to a higher standard of order and obedience than had been the case, and left it better than she found it.

District No. 10.—Adalaide Hayes taught the summer term, after which the district provided temporary accommodations for two schools, and a grade was established.

Harriette N. Bates, of Thompson, Ct., took charge of the Grammar Department. She is a thorough and faithful teacher.

Fannie A. Field, of Burrillville, was employed in the Primary School. She succeeded, we thought, admirably, for a young teacher.

District No. 11.—Emily A. King, of Southbridge, Mass., has continued in charge of the Grammar School in this district, and Lucy W. Smith, of Providence, that of the Primary Department. They have both labored faithfully, and, we are constrained to acknowledge, successfully, if we may draw our conclusions from the result of frequent and critical visitations. We desire not to make invidious comparisons, or to arrive at wrong conclusions, but, at the same time, those that have done as well as any should have the credit that is justly due. While all must admit that this district has put itself in possession of the best school-house in town, the Committee honestly believe that the elements of good government and thorough teaching were found there.

The following named pupils, in the Grammar Department, were reported to the Committee as unexceptionable in their deportment, not having been spoken to for any misdemeanor during the winter term: Mary Walsh, Emma Greene, Martha Eddy, Amanda Eddy, and Sabin Sayles.

The larger portion of the winter schools was maintained by a tax assessed on the property within the district.

District No. 12.—Change has been the order of the day in this district. Margaret L. Phillips, of Providence, taught the summer term; Harriet Gager, of Woodstock, Ct., was teacher in the fall; and Sarah J. Bates, of Thompson, Ct., took charge of the winter school. They all did well, according to our observation, and the district would do well, too, we think, not to change teachers oftener than the seasons change.

District No. 13.—Nancy W. Angell, of Burrillville, was the teacher here for the year, we think to the satisfaction of all concerned. Perhaps a wholesome stimulus would be imparted to this school if the parents were to take interest enough in the education of their children to furnish them with necessary school books; quite a class in geography recited lessons during several terms, but had no books.

District No. 14.—The summer term was taught by Susan A. Page, of Burrillville, and the fall and winter terms by Ellen E. Tourtelotte, of Thompson, Ct. We know of no cause of complaint against them, but from the remote situation of the district, and a failure on the part of the trustee to notify us of the times of closing the school, it was not visited as many times as the law requires,—the trustee having the frankness and honesty to tell the Committee that the school and teacher could get along about as well without them as otherwise. There is a degree of satisfaction in finding that the district was able to select a person for trustee wiser than the law, and possessed of more knowledge and better judgment than the School Committee.

District No. 15.—This school was taught by Adaline M. Bartlett, of Burrillville. Although the school was small, and the attendance irregular, yet the teacher, we think, labored faithfully, and the pupils gave evidence of having made good progress.

Phebe M. McMaster taught the winter term. Her efforts in the school-room were earnest, and she succeeded, we believe, to general satisfaction. But we would say in this connection, that, while teachers should mingle with their pupils freely, yet they should always be careful to dignify their calling, and cause such mingling to be profitable to those who are looking to them for an example to copy.

The house in this district having become utterly unfit for school purposes, the Committee, at their last quarterly meeting, voted to condemn it, the same to take effect at the close of the summer term.

District No. 16.—Ellen M. Steere, of Smithfield, was in charge throughout the year; one of our good teachers. We bear cheerful testimony to the order of her government, and good success in imparting instruction to her interesting charge.

While we have made a brief review, in passing, of the several schools, and expressed our feelings and convictions in relation thereto, a few additional thoughts and suggestions occur, as worthy of note here.

Teachers.—Several of the experienced and successful teachers who have for a term of years taught in our schools, were retained during the past year; and at the same time a considerable number of young persons have engaged in teaching for the first time.

We might, had we room, have said much more concerning the former, when referring to the schools separately, and that, too, without empty adulation or fulsome praise.

In the course of our visitation throughout the year, we endeavored to have them understand that we appreciated their earnest and self-denying labors, and approved their thorough systems of instruction and government.

Of the latter, we condemn none ; we would judge none harshly ; we have endeavored to aid them and to encourage them. It is hardly to be expected that young persons, sometimes retiring and naturally diffident, are to enter the school-room, and at once appear as able instructors and dignified disciplinarians. We should have some distrust of a teacher that was called perfect in his first school ; we are creatures of progress ; so the teacher that takes a stand that cannot be elevated, institutes a system that cannot be improved—is doubtless too much of a fossil to answer our purpose.

While we would not have teachers measure their motives by dollars, it is not to be expected that such as are wanted can be had unless a fair and liberal compensation is allowed them. Let no stingy policy be suffered to exist in this direction ; let us have good teachers, or the best ; pay them liberally, require faithful and honest services, and in no manner whatever grudge them their reward, especially not in according to them our grateful appreciation of their efforts and toils for ourselves and our children.

Government.—In these stirring times, we often think and speak of government ; we are forcibly reminded that good government is an excellent thing, and that without such a condition of things, we are hardly able to imagine what would be the result of drifting from such an anchorage what dangers would assail us, and what overturnings would visit us, if law and order and good government should be abrogated and destroyed. We as individuals, and as your Committee, hold this matter of good government in a prominent position in our minds ; in short, our convictions are fixed and decided, and we would consequently place it in a right position, or endeavor to exhibit it in a clear light before our fellow-citizens.

If order is Heaven's first law, doubtless it is the best in the economy of Omnipotence. We know him to be the best man and citizen who governs his passions, his appetites, and who, in short, governs himself.

Those parents who govern their children and train them in the way in which they should go, send out into the community better samples of good citizenship and honorable manhood, than those who do not command their households by inuring them into the law of righteousness.

Our schools that are rightly trained and nicely governed, promise richer results than those do that graduate under a lower standard.

Educate a generation as we ought : send them on to the stage of life conscientiously commissioned, laden with a sense of their responsibility to God, and of their duty to their fellow-men,—would we then look with fear and trembling at the base of our governmental fabric ? or would we confidently exclaim that intelligent manhood, imbued with the Christian graces, will bear on the ark of our nation's hope and prosperity to a triumphant and blessed issue.

Trustees.—We would again say a few words about the office of trustee, and if we succeed in gaining a hearing we will feel gratefully obliged.

When a man accepts an office, he should accept the responsibilities that appertain to it; he should honor the place confided to him, and not vainly expect that the office is to honor him in an idle occupancy of it in name merely. We all doubtless owe some service to our fellow-men, either in a public or private capacity; some of our time, our substance, and a full measure of right, good influence. The man that watches for a penny at every movement, that expects a dollar for every day that is not wholly devoted to self, is hardly up to our standard of unselfish interest in the commonwealth.

It is the business of trustees to procure and present to the School Committee, persons who are to be largely instrumental in forming the tender and plastic minds of our offspring. What shall be the nature and character of that formative influence?

The law requires trustees to visit the school or schools of his district twice, at least, each term. What reply would be elicited from some of them if asked how the schools appeared at such legally required visits? We are at a loss to conjecture what their honest reply would be, but some of them tell us that the schools were good, and the teachers did first-rate, when they did not see the inside of the school-house during the year, when the school was in session. But some of our trustees have been very efficient and faithful to their trust, and we believe there is an evident improvement in this direction.

School Books.—Some of our schools are sadly deficient in a proper supply and uniformity of text-books. Parents that send their children to school unsupplied, or poorly supplied with books, are scarcely to be compared in wise forethought and proper provision, to the parent who places his children around his table with nothing thereon to eat.

The great and heavenly-minded Apostle commends the wisdom of that man who provides things honest in the sight of all men, for the well-being of his household.

If men have an idea in advance, that they will be too poor or to close-handed to provide the little that the beneficence of our State requires them to, for the intellectual and moral growth of their children, they, perhaps, had better not assume the responsibility, nor aspire to the dignified relationship of father.

Moral Culture.—It is the hearty desire, and has been the heart-felt aim of your Committee, in our intercourse with teachers and children, to hold up to view a pure standard of moral culture and character.

Merely intellectual acquisition, without the wholesome restraints and rectifying principle of good moral growth and power, would be more unsafe through life's journeyings than would be the freighted

train rushing over the iron highway, with no controlling engineer at the post of duty. We have lived long enough to know, we have observed more than enough to convince us, that without a high-toned morality among our people, our individual house, our national temple, has no better foundation than the sand. Where you find virtue, there you behold happiness and peace; where moral principle and religious convictions exert their benign influence, the people repose in safety and peace. They realize the joyful announcement of the Psalmist, who declared that happy is that people whose God is the Lord.

In conclusion, we may say that we have desired and endeavored to discharge our duty, although illness among ourselves, or sickness in our families, has a few times hindered us from visiting some of the schools. Our own mere business has been left to occupy a secondary place; we have made numerous visits beyond what the law requires, but this extra service was, of course, gratuitously rendered, as well as many other little exactions on our time, in examining teachers, furnishing certificates, giving orders, attending to the finances, listening to complaints, and writing reports. If we had no other motive to actuate us than the *pay*, no other reward than the *kindness* and cordiality accorded to us by some of the sovereign people, we would, without any doubt, have left this office vacant, in order to its abler occupancy by men of larger capacity, sounder judgment, and, in short, by better men.

ISAAC STEERE,
FRANCIS CARPENTER,
WARREN W. STEERE.

CRANSTON.—I respectfully submit the following report, upon the present condition of the public schools of the town:

Having been appointed in February last, Superintendent of Public Schools, I have visited since that time every school in the town, and many of them several times. I have made over seventy visits, given ten certificates to new teachers on examination, and renewed fifteen certificates for those previously teaching in the town. From the latest returns received from the Districts, it appears that there are over 1,600 children in the school, averaging in attendance 1,056, or about 66 per cent. of the whole number.

By the last State returns, it appears that there are in the town 2,780 children under fifteen years of age. It would seem, therefore, that but little more than one-half of these are connected with our Public Schools. Of course, a large proportion of the remainder are under five years of age, but it is to be feared there are many between the ages of five and fifteen, who should be receiving the advantages of our school system, that are growing up in comparative ignorance.

The following schedule will exhibit the amount of money appropriated and expended during the year just closed :

Town Appropriation.....	\$4,000 00
Registry Tax.....	306 85
State Appropriation.....	2,121 87
Unexpended last year.....	88 86
Total.....	\$6,511 58

From this, it will appear that the amount of school money is about \$4 per annum for each pupil actually attending the public schools, or a little over \$6 per pupil, upon the average attendance.

This is a very small sum to be paid for the education of the young, and suggests a variety of considerations, which I leave each one to make for himself.*

School Houses.—One of the chief points of interest on my first visit to each school, was the character and condition of the school buildings. Throughout the town I have found good houses ; and they are generally in good condition. With, perhaps, one or two exceptions, the school houses of Cranston are highly creditable to the intelligence of the people, and exhibit their high appreciation of the advantages of a liberal system of public instruction. Indeed, I scarcely know of a town in which *all* the school edifices are in so good a condition.

Many of them have been built within a few years, at what may have seemed at first a large outlay, but certainly the investment was a good one.

District No. 3, will very soon need additional accommodations for the younger pupils, and will undoubtedly, arrange a better gradation than at present exists, with more rooms, upon the plan of one teacher in a room.

District No. 4, already finds it necessary to make provision for the increasing number of small scholars now in Square street, and in Public street Primary and Intermediate Schools.

In District No. 10 the house is too strait for the number of scholars, and I would respectfully suggest, that if the present school-house were restricted to the use of the Intermediate and Grammar School departments, with proper grades,—or perhaps, still retaining *one room* for a Primary, in place of the *three* now used as such,—and a new house of smaller dimensions, were built in the western part of the district, the wants of the district would probably be better met and at as small cost as in any other way.

* Besides the amount just specified, from the town and state, several districts have raised an additional sum by tax, which, in some instances, is sufficient to prolong the school through the year. From the data at hand, I suppose the amount raised by districts the past year, will be more than \$3,000, making the total amount expended for school purposes in the town, nearly \$10,000, or nearly \$10 per scholar.

The Growth of the Town.—Among the interesting statistics in the records of the School Committee of the town, I find the following:

In 1846 the amount of money expended for school purposes was.....	\$1,451 64
1847 " " " " "	1,649 56
1862 " " " " "	5,597 08
1863 " " " " "	6,511 58

Showing an increase of expenditure for schools in seventeen years, of more than 400 per cent.

In 1846 the average attendance was.....	399
1847 " "	423
1862 " "	1,071
1863 " "	1,056

Showing an increase of attendance upon the schools of 250 per cent. There has been, as might reasonably be supposed, a disproportionate growth in the different sections of the town.

In 1846 District No. 1 had an average of	22
1847 " " " "	18
1862 " " " "	14
1863 " " " "	11
1846 " No. 2 " "	64
1847 " " " "	70
1862 " " " "	94
1863 " " " "	86
1846 " No. 3 " "	46
1847 " " " "	65
1862 " " " "	150
1863 " " " "	149
1846 " No. 4 " "	58
1847 " " " "	70
1862 " " " "	406
1863 " " " "	411
1846 " No. 5 " "	70
1847 " " " "	42
1862 " " " "	51
1863 " " " "	47
1846 " No. 6 " "	27
1847 " " " "	42
1862 " " " "	49
1863 " " " "	46
1846 " No. 7 " "	24
1847 " " " "	20
1862 " " " "	19
1863 " " " "	23
1846 " No. 8 " "	33
1847 " " " "	32
1862 " " " "	26
1863 " " " "	39
1846 " No. 9 " "	35
1847 " " " "	38
1862 " " " "	40
1863 " " " "	40
1846 " No. 10 " "	20
1847 " " " "	26
1862 " " " "	182
1863 " " " "	172
1862 " No. 11 " "	37
1863 " " " "	32

In 1838 and 9, No 4, which then included what now constitutes Nos. 4 and 10 and a part of No. 11, had 14 pupils.

In 1846, Nos. 4 and 10 had 78 pupils. In 1863. Nos. 4, 10 and 11 had 1615 pupils.

Health.—In connection with what I have said in regard to school-houses, it may not be out of place to remark, that the subject of ventilation has not received proper attention in the structure and management of these school buildings.

There can be no question but that the health of the young is of the highest consideration. The old Roman adage should never be forgotten or neglected: "*Men's sana, in sano corpore.*" In some instances, the heating apparatus is very defective, or very injurious. A stove pipe should never pass directly across the school room, within four or five feet of the heads of the pupils, while sitting, or directly over the platform, within a like distance of the teacher's head. The direct radiation of heat in such cases is very injurious to health.

The custom of heating school-houses by steam-pipes is rapidly coming into use, and growing in popular favor. The expense is no more, the heat is more evenly distributed, and is of a better quality, since by this process of heating the air retains more of its natural moisture and freshness. It is very probable, that in a few years, this will be nearly the universal method of warming school-houses and other public buildings.

I observe in some schools, very good results from the introduction of some simple system of gymnastics, for exercise and a change from the monotony of long sitting in one position. It will greatly surprise those who are not familiar with these results, to see what a relief it is to a school to have three or five minutes' exercise of the hands, arms, shoulders and body, by means of a few simple movements, which may be made in concert by the whole school.

Especially after an exercise in writing is this beneficial. Cannot all of our schools introduce something of this sort with success? It must be apparent to all, that it is very wearisome for any one, especially a child, to sit almost motionless from one hour to three hours. What a relief then, it must be to leave the sitting position, and by rapid motions of the hands and arms for a few moments, bring into vigorous exercise all the muscles of the body and upper extremities. I would commend this subject to the attention of the teachers of the town.

School Books.—Uniformity of text books is of vast importance in a system of free schools. Removals from district to district are so common, promotions and other changes from school to school so frequent, that it is of no little moment that there be a regular gradation of books, a uniform series and uniformity in the different districts. Frequent changes of books should, by all means be avoided; but when a change is made, let it be uniform and thorough.

A list of the authorized text books will be found in connection with this Report.

One of the evils which many teachers encounter is the want of the requisite books by a few scholars in almost every class. If a pupil is

to be promoted from one class to a higher, or from any other cause needs a new book, the book should be obtained *at once*, and not after he has kept the class from advancing for one or two, or more weeks. Teachers will bear in mind that if pupils are not provided with suitable books, it is the duty of the Trustees to provide them.

There need be, therefore, no cases of pupils being destitute of the necessary books, and yet in some districts this is one of the greatest evils of the school.

Visit your Schools.—Were a parent to ask me, "What can I do of the *highest importance* to our school?" I should reply, "Visit it. Call in and sit during the recitations. Talk with the teacher. Enquire about your child. Show your interest in the school and in the progress of your children. You will become more interested in the school; your child will have more earnestness and interest; your teacher will be more encouraged, ambitious and energetic."

It is made the duty of the school officers by law to visit the schools frequently. It is none the less the duty, morally, of the parents. No greater benefit can arise from any one thing than would be soon observed from a general and frequent visitation of the schools by the parents.

Teachers should Visit the Parents.—All that may be said of parents visiting the schools, will apply equally to teachers visiting the parents. This should never be a one-sided affair. The visiting should not all be done on one side. It is a mutual interest and a mutual duty.

It will neither answer for the parents to do all the visiting, nor yet for the teacher. It must be mutual, as the interest and duty are reciprocal.

Teachers' Wages.—During the past year there has been a constant and steady advance of prices in almost every department. All articles of merchandise have advanced from one hundred to five hundred per cent. The wages of mechanics and laborers in many of the trades have been raised correspondingly. It is believed that the salaries of teachers have not been increased in proportion to the advance in other directions. There are teachers of good ability and success, who receive to-day barely enough to pay their board. I would respectfully call the attention of our trustees and fellow citizens to this subject, with full confidence that in a town where good schools are prized so highly as I am pleased to find they are here, the people will see to it that justice is done in this respect, and that their teachers are properly compensated for their laborious and important services. Every one is aware of the great disadvantages arising from frequent changes of teachers. I cannot but express the hope, that we shall not lose the services of our best teachers for the want of a liberal compensation.

Hints to Teachers—It only remains for me to add a few thoughts, designed particularly for teachers, which have been suggested to my own mind by my visits to the different schools. In these visits I have found great contrasts, decided differences. These differences spring from a variety of causes, but more from the character, qualifications, spirit and plan of the teacher, than, perhaps, from all other causes combined.

The teacher's work is one of great labor and great responsibility. It requires all the knowledge, wisdom, goodness, gentleness and firmness, which can be employed in any vocation:

As we cannot find perfect workmen, neither should we look for perfect workmanship. But it should be the aim of every teacher to bring to the work all possible skill and wisdom, in order to produce the near as may be a faultless work.

1. The teacher should endeavor to be *himself*, and not attempt to imitate or copy another. Many failures have arisen from attempts to carry into the school-room plans and practices of others, without having thoroughly examined, worked over, and incorporated the desired change into the teacher's own plan and character. He may see many things, which with others are successful, but which from his own nature or the character of his school, it were impossible for him to carry into successful practice.

2. Whatever the teacher attempts to do, should be done *well*. No one should accustom himself to failure in any thing, or allow his pupils to acquire the habit of failure. "Whatever is worth doing at all, is worth doing well. This principle has two special applications, viz: to the lessons learned by the pupils, and to the discipline maintained by the teacher.

Whatever is passed over on any particular day, or during any particular term, should be done *thoroughly*, and it is the teacher's fault if it be otherwise. On the other hand, whatever is established for the school should ever be maintained and *strict* obedience insisted upon in all cases. Whatever the teacher attempts to do in any matter of discipline, should be done, and done *thoroughly*.

Should the teacher address a particular pupil or the school, that pupil or the school should never be allowed to fail of giving respectful and undivided attention to what is said. Let me suppose a case.

We are in a primary school, numbering perhaps, fifty pupils. A class of twenty is on the floor, reading the daily lesson. The exercise has commenced.

"You must all look over and keep the place," says the teacher, "while John is reading." John reads on, and half a dozen members of the class are wriggling about, engaged in anything but "looking on." "Mary, did n't I tell you to look on?" Mary turns her eyes to her book, and retains them there till the teacher's attention is attracted by the next rogue, and then she resumes her play with Lucy's apron strings, which she deliberately ties into twenty or thirty knots.

"Robert, stand still ; what are you swinging about there for in the class ? Next, read, Susan." Susan commences to read.

"What is the matter, Matilda ? What are you crying for ?" "Maria has got my apple, and she won't let me have it." "Maria, let her have the apple. You should not plague her so, and disturb the school while I am hearing this reading class. That will do, Susan, the next."

The next commences to read, but having her attention attracted by Matilda and Maria, she has lost her place and reads the same sentences which Susan read. This the teacher does not observe and it passes without comment. So the exercise goes on, with here and there a passing correction in calling the words, or an assistance in pronouncing some long word, while the teacher's chief attention is taken by irregularities in the class and among the other members of the school.

Do not think this is a burlesque or a fancy sketch. It is too near an every day picture, the counterpart of which may be found even in some of our schools.

Now the chief fault here is this. The teacher does not demand and *enforce* strict attention to whatever is said or done. There should be but *one thing done at a time*. If there is a necessity of speaking to the school during a recitation, *that recitation should stop* until the matter is attended to and the teacher can return his thoughts to the class. When any thing is to be said by the teacher except a legitimate remark, or question upon the lesson, the exercise should be suspended. *One thing at a time*, and let attention be given to that one thing. Remember, no exercise of a class should go on at any time, till the whole class is attentive and the whole room is quiet and orderly.

3. It is particularly necessary that a teacher should be punctual and prompt.

There are but few habits in that bundle which makes up the man, of more importance than *punctuality*. If there is one more necessary than another to be cultivated in childhood, it is the habit of promptness and punctuality. But its importance cannot well be instilled into the minds of pupils at school, nor can they be induced to make sacrifices to acquire it, while their teacher ignores it or neglects it. How can pupils be expected to be prompt in their attendance at school, if the teacher is frequently or occasionally late ? One of the most distinguished of the whole corps of New England teachers, who had himself taught for *thirty years*, told me that during that time he was never late but *once*, and then was over the threshold when the clock struck.

I need not say that his pupils never troubled him with lateness. If you wish to overcome the habit of your pupils coming into the school room late, be ever prompt yourself in all you do.

4. I have heard teachers complain that they were unable to secure animation and vivacity in the recitations. The children were dull,

monotonous, slow and lifeless. They did not appear animated and interested in their studies and recitations. I never have heard it from one who did not himself exhibit the same fault.

A wide-awake, energetic teacher will always secure the same vigor, promptness, and interest on the part of the pupils.

I have in mind one of the schools of this town, where this complaint was made by the teacher. It was justly made. The pupils were very dull and uninterested in their recitations. A change of teachers was made. Before two months had passed there was an entire revolution in this respect. The children were earnest, interested and animated to an unusual degree. The cause of the difficulty at first, and of the remedy so soon evident afterwards was very apparent to any visitor to that school-room. Teachers, be earnest, full of life, animation, enthusiasm. Be interested in the lessons of your pupils yourself, and they will not fail to manifest their interest and enthusiasm.

5. This leads me to speak of one other matter of importance. Show your interest, not only in the lessons of your pupils, but *in the pupils themselves*. No teacher will succeed *well*, who is not interested in the progress and success of his pupils. And if he be thus interested, he will manifest it.

Many a teacher of excellent scholarship, and of good ability to control a school, who can manage an unruly boy, fails to win success in teaching, simply from a want of benevolence, of interest in his pupils. He always maintains the attitude of a *master*. He governs well, but he fails to win any kindly interest, to draw from his pupils any token of their love. He *drives*, but he cannot *lead*. Discipline must be maintained in school. Whenever a bad boy refuses to obey, he must be compelled to obey. He must obey. He must submit. But this exercise of the master's *authority* to be successful, must be but rarely exercised.

A boy can never be changed from a bad boy to a good boy by a daily flogging. He may be punished once or twice, but there must be some potent accompaniment of this punishment, some power of the teacher beside the rod, to change his temper and his spirit from the rebellious boy to the tractable youth, who loves his books, and is ambitious of success in life. It is the teacher's main work to infuse a spirit, an ambition, a desire for success into the minds of his pupils. He is to wake up the sleepy faculties, to arouse the dormant energies, to control and curb the lower faculties by stimulating and bringing into exercise the higher qualities of the mind and soul. He is a trainer of souls. He calls into exercise immortal faculties. He develops *man*.

To do this, he must possess in himself all those faculties which he would arouse in others. If he teach that others should not steal, he must be scrupulous in his own observance of the rights of property. If he teach truth as one of the cardinal virtues, he must ever exhibit himself truthful in word, in deed, in look. If he teach punctuality, he

must never be a moment late. If he teach arithmetic, grammar, philosophy, he must be himself an expert, and a lover of those sciences. The teacher must be a true man, or a true woman, with a cultivated intellect and a pure soul.

Aids to the Teacher.—To accomplish what I have indicated as the teacher's mission, he must not neglect to avail himself of all the aid and assistance in his power. Whoever is not constantly improving is constantly retrograding. The teacher should ever be applying his mind to the subjects taught and to all that relates to his work. No one is fit to teach who does not take a teacher's Journal. Most of the loyal states of our nation have their educational journals. One of these, at least, should be regularly read and paid for by every teacher.

Teachers should avail themselves of every opportunity to attend teachers' meetings and institutes. At these meetings practical questions relating to important subjects connected with school duties are discussed, lectures are given, in which we get the experience of older and wiser heads; and no teacher is so wise, so experienced, or so thoroughly competent to his work, but that he may learn much by attendance upon these meetings.

In this connection I wish particularly to commend to the teachers of this town in addition to our state journal the *Rhode Island Schoolmaster*, Dr. Barnard's *American Journal of Education*, and to invite them to attend, not only the meetings of the *Rhode Island Institute of Instruction*, but also the annual meetings of the *American Institute of Instruction*, and the *National Teachers' Association*.

WILLIAM A. MOWRY, *Superintendent*.

ELMWOOD, July 1, 1864.

LIST OF TEXT BOOKS AUTHORIZED BY THE SCHOOL COMMITTEE
TO BE USED IN THE PUBLIC SCHOOLS OF CRANSTON.

Sargent's New Series of Readers.	Quackenboss' History of the United States.
Sargent's Spellers.	Greenleaf's Elementary Algebra, or
Leach's Complete Spelling Book.	Robinson's Elementary Algebra.
Potter & Hammond's Copy Books.	Worcester's Comprehensive Dictionary.
Potter & Hammond's Book-Keeping.	Sheppard's Constitutional Text Book.
Greenleaf's Arithmetics, (Mental and	Quackenboss' Natural Philosophy.
Written.)	Wells' Chemistry.
Warren's Geographies.	Gray's Botany.
Greene's Grammars.	

It is not designed that changes in text books shall be made, except as new books are needed by the regular advancement of classes.

NAMES OF DISTRICTS AND TEACHERS, JULY, 1864.

No.	Local Name.	Grade.	Teacher.	Rank.
1	Pippin Orchard		Louisa E. Sweet.	
2	Knightsville.	Primary	Abbie E. Randall.	
"	"	Grammar	Ellen J. Sayles.	
3	Spragueville.	Primary	Melissa E. Burnett.	Principal.
"	"	"	Lizzie Thornton	Assistant.
"	"	Grammar	Jeannie Paine.	
4	So. Providence.	Square St. Primary	Charlotte Blaisdell.	Principal.
"	"	"	Adaline E. Blanding	Assistant.
"	"	" Intermediate.	Julia A. S. Waddell	Principal.
"	"	"	Emma E. Suesman	Assistant.
"	"	Public St. Primary	Eleanor Dunn	Principal.
"	"	"	Mary Salmon	Assistant.
"	"	" Intermediate.	Carrie A. Jones	Principal.
"	"	"	Cornelia B. Pratt	Assistant.
"	"	Grammar	Harriet A. Tyler	Principal.
"	"	"	Mary H. Mooney	Assistant.
5	Pawtuxet.		Mary L. Jenckes.	
6	Mashapaug.		Rachel Vaughan.	
7	Franklin		Miss Potter.	
8	Searle's Corner.		Mary H. Willard.	
9	Lippitt's		Alice P. Williams.	
10	Elmwood	Boys' Primary	Eliza P. Cunliff.	
"	"	Girls' "	Mary E. Arnold.	
"	"	Advanced Primary	Lydia Sumner.	
"	"	Intermediate	Mary B. Branch.	
"	"	Grammar	James W. Colwell.	
11	Smith's Palace.	Private School.		

SCITUATE.—In obedience to the laws the School Committee respectfully present to the citizens of the town of Scituate the following as their report for the school year ending May, 1864:

On being notified of our election, which was at the regular meeting of the town council in June, we, as soon as practicable, took the required engagement, and organized by appointing H. P. Angell, Chairman, and H. Clarke, Clerk. The duty of visiting the schools for the summer term was assigned as follows: Districts Nos. 1, 2, 3, 10, 12 and 18, to S. F. Ramsdell. Districts Nos. 4, 5, 15, 16, 17 and 19, to H. Clarke; and Districts Nos. 6, 7, 8, 11, 13 and 14, to H. P. Angell. (No. 9, a private school.)

Many of the schools were advanced toward the middle of their terms before we received our appointment, consequently the early part of their terms were not visited; but this matter received our earliest attention. Latter in the year it was thought advisable that all the schools should be visited by one member of the Committee, so the task was entirely undertaken by Mr. Ramsdell.

The schools have, with few exceptions, been visited twice during their winter terms, and these exceptions would not have been, had the schools been in session when called upon.

We have thought best not to confine ourselves to local reports respecting the several districts, but to embody in one report all that may interest parents and others, and present the condition of the schools, and the changes and modifications which our observations suggest as necessary to render them more useful and efficient. In making the report thus, we are aware that it may be a repetition of former reports; but we believe that the deficiencies and needed improvements in our schools, from year to year, should be continually before the people and the teachers, in order that the system and the schools may be brought to a greater degree of perfection.

Here we would take occasion to remind the trustees of an important but neglected duty, by referring them to Title XIII., and Chapter 65, of the Acts relating to the Public Schools; making it obligatory upon them to inform the Committee of the time of commencement and close of their respective schools.

From this neglect we have been unable to make our visits as promptly as was desirable. In but very few instances were we properly notified. Another imperative duty is the visiting of their schools, by trustees, at least twice during each term; which duty is sadly neglected, as the returns will plainly show. In many we find but one such visit noted, and in some no visit at all for several terms together. This indicates on the part of trustees a lack of interest, which we hope hereafter will not prevail. Trustees should make themselves thoroughly acquainted with their respective schools, so that they may know all their wants and be able to supply them with such teachers as they require.

A similar lack of interest is manifested in parents generally. We can only appeal to them to come forward, visit their schools often, note and encourage progress, and stimulate teacher and pupil by lending hearty co-operation both within and without the school-room.

Schools.—In our visitations we have noticed many things to commend and many to disapprove. We have been led to compare their present condition with that before the introduction of our present school system, and we cannot but congratulate our fellow-citizens on the progress made, not only in the matter of school-houses and text-books, but in the skill and method of conducting school exercises on the part of teachers, as, for instance, the practice of teaching primary geography by the use of the black-board, as drawing maps, locating towns, rivers, mountains, &c., the practice tending to fix in the mind of the pupil, boundaries, localities, and the relative position of towns, states and countries, more readily and permanently than any other. In No. 6, we noticed the use of the black-board in spelling; the scholar writing out the word on its being pronounced by teacher. In another school the slate was used in place of the board. This practice might properly be adopted in all the schools. Reading in *one* school, writing in another, perfect recitations in another, and order in another, were things we have noticed which could not have well been

attered, though we have failed to find them all combined in but very few. Reading, of all branches—and of so great importance—has seemed to be *the one* most carelessly and lightly passed over. We are not prepared to pronounce it as reaching very near our standard of what it should, with some few exceptions, nor will it so long as *this* taste of our teachers is not elevated, but remains so poorly matured as has been manifested to us. They seemed to suppose that the teaching of this physical and intellectual accomplishment was an irresponsible duty, to be taken up, merely, and despatched hastily and superficially.

There were occasional indications that an instructor had not learned that whatever is worth teaching at all is worth teaching with the utmost thoroughness and in the best possible manner, and had slept undisturbed by trophies of others successes. But such things are inevitables; neither the foresight of Committees nor the public can remedy.

Occasionally a school was found in great confusion and disorder; a lack of interest, a sort of indifference, would seem to affect both teacher and pupils. System, order and thoroughness, were deficiencies, we could not pass unnoticed, and our appeal to teachers and pupils in such schools, in some instances, we found sufficient to lead to remedies that gave us much satisfaction on second visit. One or two, however, in summer term, did not seem improved. Our earnest appeal and endeavors to open the eyes of the teachers, and awaken them from a sort of apathy into which they had unconsciously fallen, failed. This we attribute to a want of immediate personal adaptation to a school or school-room in teacher, as want of energy, force. Such we would recommend to make choice of some more appropriate, befitting vocation hereafter.

Teachers.—In reporting the general condition of the schools good, we have to regret that in a few instances the teachers have failed in governing and discipling the pupils, and a few instances wherein the literary attainments of teacher were too little in advance of their pupils. Many of the teachers employed were of little experience, and young. This was necessarily so, because of the scarcity of first-class, experienced teachers. The war having engaged the services of many of our best male teachers, and, again, the remuneration our people seem willing to make competent instructors is so far below what their qualifications will command elsewhere, that such will not so cheapen that qualification, or compromise their self respect, as to lend their labors for comparatively a song. So, as a consequence, we find not the best quality in the market. With them, like every other commodity, the better the quality the higher the price; and if the qualifications that makes a good teacher will command fifty dollars per month in the counting-room or business place, the same qualifications cannot be purchased for fifteen or twenty to conduct a district school.

This matter, though frequently referred to by commissioners and committees, should more particularly engage the attention, and with effect, of parents, trustees and tax-payers, at this time, because of the excessive inflation in value of the necessities and conveniences of life, and indeed the enhanced value of physical and intellectual labor itself. Although the preponderance of the teachers have not been of the first-class, we would congratulate some of the districts on their success in procuring those that were. Though they have had to be paid more liberal compensation, we know that the parents would not recall a penny of the wisely expended money. They are gratified, and their children are gratified at the thought that they have learned something, and the teacher is gratified with the success attending his labor, and satisfied to know that a proper appreciation has been placed on the value of that labor. There was noticeable in some a want of exactness and precision in their instruction. Many follow too closely the old beaten track, the mechanical routine of daily recitation; forget that the interest of their pupils, by familiar but varied illustrations to the taste and comprehension, is essential; forget that it is for them to make themselves acquainted with the different tastes and natures of their pupils in order to present the subjects properly, varying as the natures vary; conducting the recitations at one time, with *one* pupil by questions; at another, with *another* pupil topically, or perhaps both, narrowing the subject down to the pupil's comprehension so adroitly, imperceptibly and plainly, that the pupils fail to realize that it was ever incomprehensible to them. Previous preparation is a duty of the teacher of the first importance, and can be neglected only at the injury and expense of the school. The effect of this neglect was most apparent in winter, in Districts Nos. 3, 7, 11 and 15. In Nos. 1, 4, 5, 6 and 19, this necessity seemed to have been fully understood and acted upon, as was manifested in both pupil and teacher, in the increase of interest, and an animated desire to impart and to receive information.

Another great essential wherein they fail, is in leading the pupil to think; think for himself; to see with his own eyes; to extend his inquiry beyond the text-books, and gather from every source within his reach facts and explanations that may give him a clearer and more comprehensive view of the topics therefrom to be recited. A practice of permitting occasionally the members of classes to assume the place of teacher, and ask questions having connection with the lessons as they are called to mind, should be encouraged, as the exercises will certainly inspire the pupil with confidence in his own ability, establish a better social understanding with the teachers, stimulate him to observe the faults of others more critically, and create a laudable spirit of emulation. We would ask that particular pains be taken to instil in the pupil's mind the necessity of thinking for himself, for it is the only true and correct mental education. Text-books are helps, but the success to be reached is only in proportion that the mind is raised high above them, and the earlier in the progress of the education the

twig is thus inclined, the more perfect and erect will be the tree in future years. Books are but conveniences in bringing the mind to discipline. Teachers should become a little more Germanic in their system of teaching, first bringing the mind (put into their hands to mould) to observe external objects, rivet the attention on things seen, before ever attempting to place a book into the hands of the pupil.

One personal item we were forced to notice on one of our visits. A teacher who seemingly took *some* interest in his recitations, and who was evidently also much interested in a *huge* quid of tobacco that with difficulty must have found ingress to his inner mouth, manifesting its presence there by alternate protrusion of either cheek, and a distortion of countenance disagreeable to the committee if not to instructor or pupils, and which (said quid) was being unsatisfactorily masticated with a violence that so exercised the indefatigable molars as to affect in a perceptible degree the functions of the intellectual.

We had no positive evidence that this was a part of the daily routine, but we judged that it had been no uncommon thing from the magnificent deposits—vestiges of former quids—ensconced carefully in sundry nooks and corners of his school-room. Nor was the above the only instance we were led to notice, where the filthy practice was indulged in, and which we condemned.

Discipline.—In small schools we found generally good order and discipline. So in many of the larger ones; though naturally an enthusiasm from numbers not common to the smaller ones. In a few, wherein we were not thus gratified, it was fault of teacher; and in few, where parents were disinclined to lend co-operation to teachers. Such as the first was No. 17 in summer, and Nos. 3 and 17 in winter, and of the last was Nos. 12 and 18 in winter. In No. 18, in only one instance was this spirit of parent directly manifested to prevent order and obedience in school-room. Still, *that one* instance, the influence of which was sufficient to frequently annoy the smoothness and harmony of the school-room in inciting other disloyal spirits to rebel, and in one or two instances to secede. All this because of indifference or want of co-operation of parents with teachers to sustain school-room law. All admit that civil laws are necessary to maintain tranquility, establish and ensure the prosperity of nations, equally so of states and towns, and that there must be some power, some bounds, to restrain, in order to curb the naturally wandering independence of the races or people that compose them, that they may flourish and succeed in all their legitimate pursuits. That power, civilly, is the national law, the state law and the town law, and if those laws are disregarded and not obeyed voluntarily, penalties sufficiently severe must ensure their enforcement, or those laws use their utility, their great aim. Even so with the laws of public schools and the regulations of the school-room. They have rules and laws peculiar to themselves, and which should no more be infringed, or attempted to be regulated by parents,

or outsiders—unless officially—than the laws of a state or nation should be meddled with by private individuals, for virtually the same result follows. Indeed, there should be a severe penalty for so doing. We recognize the power in teacher to govern his school according to his own system, if it be within the limits of reason and justice, for we do not understand that all pupils' natures are alike, so they cannot all be reached or governed by the same means or easy process in the enforcement of discipline. *One*, a gentle word will be sufficient to set aright; another will pass the same unheeded, and will require stern words, or even quite a severe application of the switch or wand (though perhaps seldom); which we do not altogether discountenance. Indeed, we cannot discountenance the enforcement of order and discipline and fully support the trust our citizens impose on us; for if these fundamental elements are not maintained in the school-room, it will be impossible for the pupils thus disorderly, or those well disposed, to pursue their studies successfully. or the teacher to command attention in the recitation or explanation, thus defeating and subverting the aim of educators, and at the expense of the pupil's knowledge and the liberality of the free school system.

Examination.—Trustees and teachers should understand that the school law does not allow their drawing money to pay for services of teacher performed previous to their obtaining certificates. The committee would recommend that hereafter the law be strictly enforced.

School Houses Nos. 8 and 11.—In our opinion a neighborhood cannot more effectually publish its want of enterprise and public spirit than to permit such a dingy, rough, quondam school-house. A tasteful house with shaded play-ground and civilized surroundings, would be a cheering evidence of social advancement.

Lapham Institute.—The friends of education may truly congratulate each other on the successful operation of Lapham Institute, in this town, for the last nine months. We regard the fact that its students are so largely composed of the former members of our common schools, as indicative of their good fruits in creating an increased demand for higher attainments in education as needful qualifications for the responsibilities of life. While our common schools are thus furnishing material and work for that institution, by preparing and sending thither our boys and girls, we, in turn, look for that institution to react upon our schools, by diffusing through our community a higher appreciation of a well regulated system of public instruction, in returning these youths not only as thoroughly qualified teachers and school officers, but as citizens to fill their places with more efficiency and success in the various branches of human industry and Christian civilization.

We therefore bid the Institute God-speed, and commend it to the favor and patronage of our fellow-citizens.

Conclusion.—Do not let our townsmen think we have found too much fault with, or that we have seen nothing to commend in, our schools. It is not so. We have seen much that will bear praise, and that of a very laudible nature; but *such* will stand upon its merit, speak hereafter, and needs no words from us; but we do think it proper to point out the evils, and the necessity of application of proper remedies as far as possible. It is the one thing needful. With the general appearance of the schools, the committee have been much gratified. The gentlemanly and ladylike bearing of the instructors, the kind feeling and mutual confidence in many cases evidently existing between them and their pupils, have been duly appreciated and noticed with a high degree of satisfaction. The committee are convinced that many instructors have labored with zeal, fidelity and skill, in the positions they have respectfully occupied, whilst others, inefficient, have but poorly fulfilled their noble mission or accomplished what their positions have imperatively demanded. In conclusion, the committee congratulate the citizens of the town and all friends of education on the degree of success their labors show the public schools in the town to have attained during the year now closed.

Respectfully submitted,

HARLEY P. ANGELL, HARRISON CLARKE, STEPHEN F. RAMSDELL,	}	<i>Committee.</i>
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EXTRACTS FROM SCHOOL REPORTS.

APPENDIX.

The following table gives the local names, names and residences of the teachers, pupils registered, average attendance, &c., of each School District, together with division of the State appropriation, town and registry tax, amount of public money expended, and the amount remaining in the treasury due each District for school year ending May 1, 1884.

Local Name.	Number.	Names of Teachers.	Residence.	Length of Term.	Pupils Registered.	Average Attendance 1883.	Average Attendance 1884.	Division State Appropriation.	Town Tax.	Registry Tax.	Amount.	Drawn from Treasury.	Remaining in Treasury.
Rocky Hill.....	1	Abby A. Hopkins.....	Providence, R. Island.	84	80	29	23	\$80 08	\$42 10	\$14 87	\$187 00	\$ 143 00	\$ 75 92
North Scituate.....	2	John C. Hopkins.....	Gloverseter, "	W8	83	59	53	106 96	42 10	14 87	162 98	169 00	15 78
Eagle.....	3	James F. Cotrell.....	Scituate, "	W8	22	15	16	67 95	42 10	14 87	124 92	117 00	6 85
Academy.....	4	Gilbert A. Street.....	Smithfield, "	3 1/2	27	17	21	69 66	42 10	14 87	126 63	139 00	9 63
Chopmist.....	5	M. W. Healey.....	Scituate, "	4	35	19	22 1/2	71 39	42 10	14 86	128 35	150 75	56 96
Rockland.....	6	Stephenus Patterson.....	"	4	45	35 1/2	28	85 65	42 10	14 86	142 61	144 00	80
Potter.....	7	Rachel Vaughan.....	Coventry, "	4	30	22	20	73 98	42 10	14 86	130 94	150 00	69 61
Burnt Hill.....	8	Sarah J. Hagarthy.....	Scituate, "	5	31	22	20	73 98	42 10	14 86	130 94	162 00	19 74
Hopeville. J.....	9	William H. H. Potter.....	"	4 1/2	81	22	20	73 98	42 10	14 86	179 88	186 00	15 30
Kent.....	10	Ann M. Wilbour.....	"	5	48H	78	63	122 40	42 10	14 86	179 88	178 00	29 68
Barnes.....	11	Private.....	Scituate, R. Island.	4	35	26	25	77 44	42 11	14 86	184 41	143 00	34 70
Saundersville	12	Lucy A. Drew.....	Warwick, "	4	21	16	14	68 79	42 11	14 86	125 76	154 00	32 60
South Scituate.....	13	Almira F. Leach.....	Cranston, Conn.	4 1/2	41	24	26	88 66	42 11	14 86	145 63	193 00	5 20
Richmond.....	14	Patie A. Downing.....	Scituate, R. Island.	5	45	29	26	80 12	42 11	14 86	136 96	126 00	22 78
Trintown	15	Lizzie Farr.....	Sterling, Conn.	5	20	14	12	67 06	42 11	14 86	124 03	126 00	7 00
Westcott.....	16	William Andrews.....	"	4	26	21	21	73 11	42 11	14 86	130 08	132 00	46 98
Clayville.....	17	Betty S. Ralph.....	Scituate, R. Island.	3	19	16 1/2	14	69 22	42 11	14 86	126 19	151 68	18 92
Glenford.....	18	Dexter B. Potter.....	"	4	54	46	38	94 71	42 11	14 86	149 96	174 00	15 59
Pongauett.....	19	Nehemiah A. Angell.....	Foster, "	5 1/2	47	44	38	92 90	42 11	14 86	149 96	174 00	15 59
		Mary C. Mathewson.....	"	4	71	46	40	94 71	42 11	14 86	151 68	174 00	15 59
		Charles A. Stone.....	Clayville, "	6 1/2	71	46	40	94 71	42 11	14 86	151 68	174 00	15 59
		S. E. Ramsdell.....	Scituate, "	4	71	46	40	94 71	42 11	14 86	151 68	174 00	15 59
		Alice P. Williams.....	Coventry, "	6 7-20	71	46	40	94 71	42 11	14 86	151 68	174 00	15 59
		Stephenus Patterson.....	Scituate, "	8 1/2	71	46	40	94 71	42 11	14 86	151 68	174 00	15 59

PAWTUCKET.—Thomas R. King, James O. Starkweather and Francis Pratt were chosen School Committee March 9th, 1863.

The whole amount of money subject to draft for the expenses of the year was \$4,660 12, as follows:

Balance of town appropriation for 1862.....	\$270 00
Received for Registry taxes.....	85 28
Town appropriation for 1863.....	3000 00
Received from the State.....	1053 61
Tuition of non-resident High School pupils.....	251 23
	<hr/>
	\$4660 12
Of this amount there has been spent for tuition, fuel, &c.....	\$4496 30
	<hr/>
Leaving a balance of.....	\$163 82

During the year changes have not been frequent or important; what have been made, however, we trust are for the better.

In accordance with the recommendation of the Committee of the previous year, the school-house at Pleasant View has been enlarged by the addition of another story, making two commodious rooms in the building.

Since this alteration an Intermediate and a Primary School have been sustained there. This additional school has not involved the town in increased expense for tuition, as the teacher of the higher department was taken from the Grove Street Grammar School, which has been conducted by two teachers, in place of three, as formerly.

The committee have earnestly advised the trustee of the Lebanon district that the school-house there be also enlarged, and a different arrangement of desks established, whereby the pupils shall face the teacher instead of the windows as now.

Extensive repairs have been made in and around the houses on Summit and Grove streets, nearly the whole of the front fences having been rebuilt; nothing of which the committee is aware remains to be done in this respect except the setting of a new furnace in each of these houses. We hope the trustees will spare no expense in putting in complete order the apparatus for warming and ventilating these buildings, as so much depends on an equitable temperature and pure air, not only for the success of the school but the health of the children.

There has been one assistant teacher substituted for another in the Grove Street Grammar School, and the principal, Mr. Tillinghast, having completed his term of service in the army, has resumed his duties in the school.

We are glad to be able to report that the schools are generally in a healthy state of improvement. There are, however, certain obstacles which retard this improvement and which tend greatly to neutralize the efforts of the teacher, and these can be removed only by the parents. The most disagreeable part of our duty is to interfere in the differences which arise between parents and teachers, and to show and convince the parent that the authority of the teacher *must* in

school hours be absolute, or as nearly so as any power known in our country. This is readily seen and believed by most parents when they allow themselves to be governed by their reason rather than by their passions. In a word, we need—but are sorry to say often lack—that zealous co-operation of the parents with the teacher, without which complete success in the school is impossible. The first duty of the parent in this respect is to encourage at all times a high respect for the teacher and his authority. To impress upon the mind of the child the importance of keeping strictly the rules of the school. Among the most essential of these is the one relating to punctual and regular attendance. Let the child understand that it is as necessary that he should be found in his seat daily at the hour, as that his father should be at his place of business. Finally, in this connection, we would urge upon the parents and guardians of the youth of our town the necessity of their more frequently visiting the school and judging for themselves of its conduct, and of the physical and moral atmosphere that pervades it. If a man has a promising colt which he sends to the country to be fed, broken, and reared, does he not go almost weekly to see for himself whether the animal has proper food, which is administered in proper quantities? Whether it is comfortably housed; Whether it is gently handled, its faults judiciously corrected, and its efforts to become useful, carefully yet vigilantly encouraged? How often does the same man step into the school-house to inquire concerning the proper direction of the infant mind of his child, and to satisfy himself of the right application of that mental food which is to sustain it through life.

It may not be improper to call attention to the effort that is being made to unite the town of Pawtucket, a part of North Providence, Central Falls and Valley Falls as one town. It is the opinion of the committee that the great advantage the consummation of this measure would give the schools of both sides of the river, is a sufficient reason to secure for it the hearty support of every one who has a child to educate. We believe that by this change alone, or one substantially like it, there can be secured the services of an efficient superintendent of schools—an officer so often recommended by former committees, and so much needed. With this change we could establish, by a lighter pecuniary burden than now, a High School second to none in the State.

Those who have given the subject attention are aware that in order to keep our highest school up to anything like a sufficient number, it has been necessary to draw more largely on the Grammar School than the advancement of the pupils would, under a right system, warrant. Any one can see that with a High School, which could be supplied from all the Grammar Schools of these villages, all the schools would be of a higher character. Then our sons and daughters might be educated for any station in life better than by resorting to the too often pernicious practice of sending young people abroad to boarding schools.

Then they could be taught under our own superviston ; we could daily enjoy their society, and mutually improve, and we should be better enabled to fulfil the injunction to teach those more important lessons "diligently unto thy children, and talk of them when thou sittest in thine house, and when thou walkest by the way ; and when thou liest down and when thou riseth up."

We conclude by expressing our conviction that the town cannot *afford* to abate in the least that liberal pecuniary support which it has hitherto so cheerfully given to our schools.

FRANCIS PRATT, for the Committee.

PAWTUCKET, April 2, 1864.

JOHNSTON.—The undersigned, School Committee of the town, respectfully report, that they organized by choosing William S. Kent as Chairman, and Robert Wilson as Clerk for the ensuing year ; and divided the public money received from the State, as follows : one half equally among all the public schools, and the other half in proportion to the average attendance of the scholars therein, and the money received from the town and from Registry taxes, in the same manner was divided among the schools. The amounts received were as follows, viz :

From the State.....	\$1238 67
" " Town.....	700 00
" Registry Taxes.....	201 14
Being a total of.....	\$2139 81

Which said amount has been drawn out of the public treasury, and expended, principally for teachers' wages in public schools now organized, and kept from two to four terms during the past year. The schools have been visited by the Chairman of the School Committee, as required by law the past year.

The committee believe that our public schools demand, and that they secure the confidence of our citizens generally. They consider them among the richest blessings the community is enjoying, for if any object can be considered as interwoven with every interest, and claiming one united and onward impulse, it is the proper education of all our children. To continue and improve these blessings then should be the aim of every one who is desirous for the weal of mankind. If we would reduce the public expenditure for the support of pauperism and crime ; if we would prepare every individual to perform well his part on the great theatre of life, let us watch with the care of faithful guardians over these institutions, where the germs of moral excellence we trust are nourished, and intellectual power strengthened.

In consequence of the demand of teachers for higher wages, your Committee would recommend that the town appropriate one thousand dollars.

Your Committee are pained to report that no effective steps have been taken to improve the condition of the school-houses in several of the districts the past year.

In conclusion the Committee would urge upon every parent, and every friend of man and his country, to do all in his power to promote the cause of popular education among us. The preservation of all that we hold dear depends, under God, upon those institutions in our land, which diffuse intelligence and virtue through the community. All which is respectfully submitted.

WM. S. KENT, }
ROBERT WILSON, } Committee

GLOUCESTER.—The School Committee respectfully present the following annual report. The past year has been one of gratifying results in reference to the schools of the town. There has been progress in the right direction in most of the schools, while there has been no decided failure in any. In five or six of the schools the teachers have taken their stand in the first class of the profession, and their schools have been a decided success while the other teachers have been more or less successful. Though the all-absorbing events of the momentous crisis through which we are passing, as a nation, have diverted the attention in some respects, yet mental activity has not been deadened, or the schools been less successful as a whole. There has been a diminution in attendance in some schools, yet this has not been the fault of the teacher so much as the indifference of parents, or the constant removal of families, as in village district, No. 5. *Parents have an important agency in this work*, and they should feel that the schools can never be made what they should be, until they take hold of their part of the work of training their children. The records of the schools will show that the most backward scholars usually are those whose parents do not see that they are promptly at school, and who never go in to see, for themselves, how they get along, and thus inspire them in their work. They will rather listen to the stories of their children about difficulties or disaffections in the school-room, as have some parents the past winter, and thus do a great injury to the scholar, and often disturb a whole school.

The Trustees, also, should be more careful in some of their duties, *especially in that of securing teachers*. In some cases they have been *careless* in this duty, selecting persons who have had no experience, and who wish to spend a few months in this work, and get \$75 or \$100, and then go to their chosen profession. If they would employ those only whom they know to be persons of ability, tact and experience, and *pay them* for their work, it would prevent much trouble in setting aside teachers in examination, and give more efficiency to

our schools. Some of our teachers, the past winter, received less per day for teaching than the wood chopper, though the teacher had spent some hundreds of dollars to prepare him for his work.

The Committee, also, feel that *they* should be more strict in the examination of teachers. Though some that they might have set aside, were equal to the price paid for their service, yet they were not fully qualified for the work of educating the youthful mind. A higher standard and more thoroughness ought to be required, especially in modes of illustrating the studies.

The Committee have endeavored to carry out a *thorough visitation of the schools*; and though they have not done what they desired, yet they feel that an important work has been done by timely suggestions, in reference to books, classifying scholars and discipline, and the best modes of illustrating the studies. This has saved some teachers from making a failure. It is a help to a good teacher and is indispensable to a poor one. We design to speak more especially of the teacher's work. Much credit is due to the teachers of the town who have been competent and faithful in the discharge of their duties; and the gratifying improvement, in many of the schools, is owing mainly to their labor. Yet there are many defects, and things that can be made better. Let us look at the peculiarities of the teacher's work.

I. *Its nature. It is on the youthful mind.*—It would be well in some cases, if the teacher were at work on iron, marble, or granite, which is not so easily influenced or perverted and ruined. But they are at work on the sensitive, impressible, yielding mind of youth; and yet many of them know as little about the *laws of mind* as a child does of the laws of electricity or galvanism. Some have treated it as if it were a mere power of memory, and as if the whole business of teaching were to load the memory with words, instead of *things* which represent or illustrate them, and of understanding the principles which those set forth. We cannot too strongly condemn the lazy practice of sitting down to hear a class recite a set of words and definitions in a formal way, without first explaining the thing or subject signified by this set of words. First, the object, and *then* the *description* of it, in the order of nature; and it should be of the school-room, whether the teacher is taking up language, numbers or geography. How few have any true ideas of drawing out and quickening the powers of perception of external objects—the earliest to be developed in education; and not the power of analogy, and of judging and generalizing and tracing out cause and effect, which are the latest to be drawn out in the process of education. The true order may be,—educating the moral feelings by facts illustrating the beauty of virtue and the deformity of vice, and then *the perception of the objects* and form, colors of nature, and, lastly, the reason of things and their relations to each other. The understanding and judgment will be called into action by this process. Let all the teachers carry out this method, as some have done, and our schools would feel the effects of it at once.

II. *The manner of this work.*—There must, in the first place, be variety in conducting the recitations. Five or six of the schools have been conducted in this way, keeping alive the interest of the class so that they never seemed to tire. There was always life and enthusiasm and progress in these schools.

This was true especially of the younger scholars, who must have constant variety in modes and illustrations of their recitations. Some of the teachers seemed not to understand this principle. By their monotonous manner in their recitations they crushed out all life, freshness and progress. If the teacher has not the tact to get up variety enough to awaken attention and keep it alive, he had better choose some other profession; for there will be disorder and disobedience or a death-like stupidity in his school. It may be asked *how* the teacher shall cause variety in the exercises? We answer, by *thoroughly preparing himself for the recitation*. Some of our best teachers have spent hours out of the school-room in this work even for a single recitation. In this way they can come to the class without the *book*, full of the subject and ready to make new suggestions and give new illustrations, &c., and thus keep up a lively interest in the class, because they were *alive* themselves. But the opposite appeared in some of our schools, the teachers spending much time in hunting up questions and answers and studying them out *in the book during recitation*, while whispering, laughing, and other disturbances were rife in the room. The teacher should be well acquainted with every question, so as not to refer to the *book* in order to see if the pupil's answer is right. It is comparatively easy to hear recitations of rules, simply; any person who can *read* may do this; but quite a different thing to understand the subject and conduct the exercise so as to draw out thought and awaken interest in it. The teacher should take up *topics and principles* rather than words. Words without ideas weaken the mind. Some leading thought should be brought before the mind to interest and strengthen it. In the present process, with few exceptions, the mind is crammed with a mass of words which the scholar has no power to use only in connection with his recitation.

As an almost universal rule, our children, from eight to twelve, are not trained to the daily exercise of forming sentences and expressing their thoughts. This is one of the best modes of learning to spell and the use of language in writing; the best discipline the mind can have for originating thoughts and expressing them in good taste, and requires the culture and use of the understanding, imagination, memory, invention, taste, and indeed all the powers of the mind.

In one of our schools the writing of composition was quite creditably conducted,—a better thing was the reading of a story and then requiring the pupils to write out as much of it as they could remember, which some did with much excellence. One of our best teachers had a class, in another school, from seven to eight, who were drilled upon *the use of words*. They seemed to have an excellent idea of the

office of each word in a sentence, and the shading of thought that each expressed. Let these scholars be thus drilled until they are twelve years old, and in the use of the pen in writing out their thoughts, and they would have an education on this subject which would be invaluable to them. Let all our teachers use every means to get up an enthusiasm in spelling, reading and writing the English language, and they would accomplish a most important work.

The last thing we would suggest is the taking of objective forms to illustrate internal thoughts and principles. Every object in nature, every line of beauty in the leaf, or shells of ocean, every shading of color in the various hues of nature, every feature of symmetry, order and loveliness, is only the shadowing forth of the beautiful thoughts and images of the Divine Mind. Every thing in the *material world* is the expression of some truth; so that nature is a great store-house of illustration for the teacher. And he who has not studied the adaptations of nature to the laws of mind and all truth, will be lifeless and unsuccessful in the school-room. The most striking truths of the Great Teacher were object lessons; those of Eden; the ritual service of Moses and the lessons of Sinai, &c. There is much said about object teaching, and many attempt it before grasping the great principles that lie at the foundation of it. Many attempt to use it as they would a garment, because it is *new* or *fashionable*, to be put on as occasion requires and then thrown aside. Such make a failure and condemn the science, whereas the *fault* is in *themselves*. It may be said that we have no school to fit our teachers for this particular method of teaching. True, there is no training school like that of Oswego, N. Y., in our midst, but cannot teachers learn anything outside of a school-room? Objective teaching is not mere analyzing of plants and other objects as having this as an underlying principle that shall constantly come out in all the teaching of the school. It is not so much taking a bird into the school-room to describe its different parts and uses, as to illustrate the combination of the letters BIRD, on the board, and the words which represent its actions, colors, habits, &c., to wake up mind and give it true culture so that it may have a clear perception of the use and office of the words which describe the object under discussion. In teaching a young class in geography, let him call their attention to the surrounding country in the immediate vicinity of the school-room rather than words which define it in the book; let them look out upon it and describe it in their own language, he correcting and pointing out their errors.

We will give in as few words as possible, two illustrations of the different manner of conducting an exercise, and leave our readers to judge for themselves. One was in a school-room with no outward or inward attractions. She calls up a class in the alphabet, and says, "John, what's this?" "A." "Lizzie, what's that?" "B." Then came a voice from some part of the room: "Teacher, Joe's got my pencil." And when that was settled, she said "Mary, what that?" "C." "Julia, what's this?" "D." Then another interruption,

"Jim pulled my hair;" and after hushing this quarrel, the class was dismissed. Then came a lesson in reading,—subject, *Obedience*. Not one word of explanation by the teacher, or a question asked about it; they began to call the words in a lifeless, sing-song tone, when one cried out, "Dan has been kicking me." After this had received sufficient time they began to call words again without any knowledge of their import; for some of them did not even know what they were reading about. Then came another interruption, and so on to the end, with carelessness, indifference and disorder. Other lessons followed, much in the same style. The scene was anything but agreeable.

Now mark the difference. In another school-room the teacher is fully alive to the true modes of teaching, and where the room is decorated with maps, boards, cards of the alphabet and object words, counters, &c. The first exercise is an *object lesson* on a picture of a dog. The teacher asked what it was. One said it was a dog; another, a picture of a dog. Just then a little dog came into the entry, and the teacher says, "What is that?" They all said "*a dog*." Then she explained the difference between a real dog and its picture, and the word dog. Then she said, "John, what did that dog do when he went out?" "*He barked*." "Julia, what else can he do?" "*Run*." "Hattie, what else?" "*Eat*." "Can any one think of anything else?" "He can hunt, swim, run, &c." "Now what is this that runs, eats, swims, hunts, &c.?" "*A dog*." Holding the card she asked, "What is this?" "*A picture of a dog*." Then she wrote on the board, "*The dog barks*," and asked what the dog does. "*He barks*." Continuing the exercise some time. The whole exercise was a beautiful one upon the use of language. Then came a class in reading, a piece about *a lost child*. After the teacher had awakened the imagination by a lively description of it, they began to read it with natural and life-like tones and expressions, showing that they saw and felt *the peril of that child*. There were no interruptions from other scholars during the exercises in this school; the mind was fully aroused, in all its faculties, as they gave the meaning of the words and their uses in the sentence; and there was *true culture*. There were other exercises which followed in the same model ways, which we have not time or space to describe. The whole thing must be seen and felt to be appreciated. All the culture in such a school is thorough and of the right kind; the whole intellectual and moral tone of the school-room is of the highest order. Now if parents cannot see that this latter class of teachers in our schools is infinitely superior to the former, they may as well give their children over to the corrupting influence of a street education.

O. F. OTIS.
THOS. IRONS.
JOB OWEN.

GLOCESTER, May 1, 1864.

EXTRACTS FROM SCHOOL REPORTS.

99

RECEIPTS FOR THE YEAR 1863.

Received from the State.....	\$1029 06
" " Town.....	400 00
" " Registry Tax.....	242 54
Unexpended last year	878 29
	<u>\$2049 89</u>

EXPENDITURES FOR THE YEAR.

Gross and Wade.....	\$20 00
Teachers' Salaries.....	1879 88—1899 63
Unexpended	130 26
Printing.....	20 00
	<u>\$2049 89</u>

The following table shows the amount of public money appropriated to each district for the school year ending May 1st, 1864; and the amount expended in each district; and also the amount unexpended.

Number of District.	Local Name.	Amount Appropriated.	Amount Expended.	Unexpended.
1	Harmony	\$127 18	\$118 60	\$8 68
2	Evans	107 24	107 24	
5	Consolidated.....	595 39	568 99	26 40
6	Fine Orchard.....	121 06	108 00	13 06
7	Clarkville.....	120 79	84 00	36 79
8	Shady Oak.....	149 51	140 00	9 51
9	Washington.....	108 50	108 00	5 50
10	Valley.....	127 12	127 12	
11	Brown.....	182 98	118 00	19 98
12	Central.....	104 19	104 19	
13	Laurel Green.....	184 11	184 00	11
14	Mount Hygeia..... Dist. 4.	50 80	45 97	4 83
15	* Victoria.....	97 62	98 00	
16	Gross & Wade..... Dist. 4.	25 15	20 00	5 15
17	Wood and Pray..... Dist. 4.	28 85	28 00	85
		<u>\$2029 89</u>	<u>\$1900 01</u>	<u>\$180 26</u>
Overdrawn.		*38	Expended.....	1900 01
		<u>\$2080 27</u>		<u>\$2080 27</u>

NEWPORT COUNTY.

NEWPORT.—The public School Committee respectfully report that there is under their care twenty-five schools, in charge of thirty-three teachers, as follows :

High School.....	2	Schools, with 8 Teachers.
Grammar Department.....	6	" 10 "
Intermediate ".....	7	" 8 "
Intermediate and Primary Department.....	2	" 4 "
Primary Department.....	7	" 7 "
Ungraded.....	1	" 1 "

The whole number of scholars enrolled during the year is.....	1141
Average attendance.....	945

	Whole No.	Average.
High School.....	100	98
Grammar Department.....	280	289
Intermediate ".....	480	359
Primary ".....	381	254

The whole amount of money expended for public schools during the year is \$16,864 55, for details of which we refer to the accounts of the City Treasurer.

Changes have been made in some of the schools during the year, and some changes have occurred in the list of teachers. Soon after the commencement of the school year, the Committee received a communication from the Principal of the Boys' Senior Department, stating that owing to scholars having been advanced too rapidly, (to relieve the pressure heretofore existing in some of the lower schools,) he found it necessary to divide his school into a larger number of classes than heretofore; consequently he could not, with two Assistants, hear the recitations of all the classes and devote to each the time they should have. As a temporary relief, he suggested that another assistant be appointed to his school.

The Committee after due deliberation, came to the conclusion that it would be much to the advantage of the schools to separate the Senior department from the Grammar, both in the boys' and girls' schools. In order to carry out that plan, a partition was put up in the second story of the Clarke street school-house, making two rooms that will seat fifty-four scholars each. The south room to be occupied by the girls' high school, and the north room by the boys' high school. The name to be changed from Senior Department to High School, at that time. By this arrangement the teachers of the high school have been relieved from the care of from sixty to seventy grammar scholars each, and have been able to unite the classes in the two schools for recitations, thereby saving much time and making one assistant sufficient for both schools.

There has also been added to the regular course in the high schools, the study of French, and Mr. H. M. Monsanto has been engaged to instruct the first and second classes in that language.

The grammar department of Mr. Marsh's school was removed to the lower room in the school-house on School avenue, and put in charge of Mr. O. C. Wiggin, as Principal, and Miss Sarah N. Stevens, assistant.

The two boys' intermediate schools, previously in that house, (being quite small,) were incorporated into one school, occupying the upper room in the house, under the charge of Miss M. A. Wilbour, assisted by Miss Hunt, formerly second assistant to Mr. Marsh.

The grammar department of the girl's school in Clark street was placed in the room vacated by Mr. Marsh, with Miss Anna G. Chase, as principal, and Miss Hannah Wilbour, assistant.

In connection with these changes the studies in all the grammar schools have been raised to a uniform grade, so that graduates from any grammar school may be eligible to seats in the high school. The Committee are satisfied that the changes that have been made, have been, and will continue to be, advantageous to those schools.

Mr. Seagrave left the boys' school in Young street, in the middle of the winter term, and was succeeded by Mr. S. H. Norman, and there has been a marked improvement in the discipline of the school since the change.

Miss Ellen Bigelow has been elected to the Parish school in place of Miss Abbie H. Gould, resigned.

Miss R. T. Bosworth has been elected to the boy's intermediate school in Mill street, in place of Miss Ann E. Gorton, whose resignation takes effect at the end of the present term; and Miss Sarah Fales will succeed Miss Bosworth in the boys' primary school.

There has also been a change in the principal of the evening school. Miss Murray, who has so long and faithfully performed the duties of the situation, (without remuneration,) resigned last summer, being about to leave the city for other duties. As the Committee did not succeed in finding any person to take charge of the school gratuitously, they appointed Mr. Henry W. Clarke principal of the boys' school, and Miss Mary Ellery to be principal of the girls' school, each with a small salary. The young ladies assisting Mr. Clarke and Miss Ellery, are doing the duties without compensation.

The condition of the schools generally are very satisfactory, with the exception of *truancy* and absenteeism, which is the great source of trouble in some of the schools.

Respectfully submitted in behalf of the Committee.

WM. E. CRANDALL.

REPORT OF TREASURER OF SCHOOL COMMITTEE

To the Public School Committee and the Hon. City Council of the City of Newport:

The undersigned presents the following Report of the Receipts and Disbursements of the Committee for the year ending June, 1864:

RECEIPTS.

1863.		
June 1.	From balance to new account.....	\$69 22
	City appropriation proper.....	10,500 00
	State appropriation	2,189 81
	Registry Tax.....	690 00
	Tuition of non-residents.....	28 00
	Stationery tax	1,217 14
	Special appropriation for colored schools, East street	778 55
	Incidental receipts.....	41 83
	Special appropriation.....	1,400 00
		<hr/> \$16,864 55

EXPENDITURES.

For making fires.....	895 39
Salaries.....	10,008 59
Rents.....	226 08
Fuel.....	1,192 08
Books and stationery	1,923 64
Sweeping	390 80
Furniture.....	562 10
Repairs.....	825 69
Printing.....	80 00
Painting and glazing	36 53
Cleaning.....	222 41
Evening school.....	42 35
Colored school-house in east street.....	778 55
Incidental expenses.....	69 54
Balance to new account.....	170 75
	<hr/> \$16,864 55

WILLIAM MESSER, *Treasurer.*

NEWPORT June 1st, 1864.

Examined and found correct. For the Committee,

J. A. PECKHAM,
WM. J. SWINBURNE.

LITTLE COMPTON.—The School Committee, in compliance with the law, would respectfully submit the following:

On the second Monday in April your School Committee, consisting of the following named persons, to wit: George S. Burleigh, Henry M. Tompkins and Solomon Whitney, organized by making choice of George S. Burleigh as Chairman, and Henry M. Tompkins as Clerk.

George S. Burleigh was chosen a committee to visit the public schools in the town during the year, as required by law, and to prepare the annual report in behalf of the Committee; and the sum of twenty-five dollars was voted as compensation for his services.

In presenting this Annual Report to the town your Committee would offer a few general considerations before proceeding to notice the particular aptitudes of your several teachers. Our schools are not what they should be ;—not what the State which endows them has a right to demand ;—and no teachers will make them so, till a more enlightened and liberal policy governs employers. Where, as may be found within our limits, children are thrust into a hovel that no thrifty farmer would consider good enough for his cows and horses, because a majority of tax payers in a district have not the public spirit to build a decent house,—we may not expect that interest in the welfare of the school which is so essential to the best success of the best of teachers. Where, from the merest whim of personal pique, scholars are encouraged to disrespect and even insult their teacher in the streets, we may employ all the talents and virtues ever embodied in a teacher and half their wear and tear will be thrown away upon a nest of blockheads. Where a prominent and influential man, for no better reason than because he cannot be the petty despot of his district uses all his influence to destroy the usefulness of an untried teacher, we may expect more success out of the school-room than in it, it is so much easier to destroy than to build up, and the teacher who succeeds against such hindrance must be of uncommon promise. No profession is more honorable, as none is of more importance than that of the teacher ; and few are beset with more unavoidable trials and difficulties. It is no child's play to do justice to the demands of the profession ; to be shut up day after day with a score or two of young immortals, where drudging drill must supply the deficiencies of unkind nature, and curb the excesses of a vigorous vitality ; to take the moral twist out of little home distortions, and properly guide the willing, and restrain the turbulent.

You pay the man handsomely who makes your wild colt docile in the harness ; will you not much rather encourage them who have the nurturing of young souls, the future masters of a nation ? Not for his sake only, but for your children's, let the teacher be surrounded with the respect due to one of the *noblest* of professions. If you think you have cause of grievance, go to him privately, and keep from the ears of his pupils your injurious suspicions. If they are true, and he is unworthy, take the proper course to have him removed, but while he is approved let him be sustained in the full dignity of his office.

The inadequate support offered to teachers in towns of so scattered a population as ours, necessitates more frequent changes and less maturity of excellence than we should desire. When one must live by some other profession and only teaches in the dead season of the year to piece out a precarious livelihood, we must meet with rare good fortune if the straightened economy of our pockets does not find an equivalent penuriousness in the employed brains.

Those who make teaching their profession think us only good enough to begin on, and carry their maturer powers to some better market.

Another feature of our system which may be referred to the same mistaken economy, is the old almost obsolete method of "boarding round," which still lingers in obscure corners off from the principal thoroughfares. If we were blessed with a railroad and telegraph, it is doubtful if our teachers would have to seek bread from door to door, like those privileged mendicants we used to feed, not as an agreeable duty, but a charitable necessity. You can partially appreciate how the thing strikes a stranger, by fancying how the proposition would strike you to send your clergymen up and down the length and breadth of their parishes to subsist a week in a place. But a school teacher has also an *epidermis* pervious to the influences of your "best bed," that, empty for months, has ague in its folds; he has too, a stomach that may show some little preference for some particular kind of diet, and is not an omnivorous mill for whatever grist it may come to; has, while yet new to his trade of itinerant foraging, some delicacy about asking conformity to his peculiarities—and, no less than your clergymen, has precious moments which he cannot profitably fritter away on the ever shifting household, where privacy was simply impossible. We can only express the hope that this relic of antiquity may be quietly consigned to the tomb, with no more enduring monument than this record of its existence in our report.

In scholarship our schools have the usual range from utter stupidity to a quickness refreshing to observe; though advanced scholars, we are sorry to say, are in a distressingly small minority. Grammar is a study which suffers under the imputation of being "dry," not altogether without justice, according to the recollections of your committee; but a shrewd suspicion that the methods of teaching it have been drier than the science itself, is justified by the livelier interest it excites when presented more clearly to the reason and less absolutely dependent on the memory.

On the other hand, spelling is an art which can find but little assistance outside of the memory, and with endless incoherencies to baffle that, it is yet more encumbered than assisted by rules; so that not one in ten ever become proficient in it, and not one in a hundred attains to great accuracy. This is not surprising in a language that counts its words by hundreds of thousands, spelled with so little regard to their phonetic elements that not sixty of the entire list are correctly represented by the name-sound of the letters that spell them. Nothing will make good spellers but constant repetition, with the assistance of the eye to take in the form of the words, the association of ideas to familiarize their use, and a well drilled memory to retain their often absurd combination of letters. For this end written exercises should be required daily, not of isolated words, selected for their rhyming qualities, or their outlandish multitude of consonants, but of sentences correctly formed for the occasion, or dictated from books, that the mind may become familiar at once with the form, the use and the meaning of words.

We have teachers, as well as scholars, who would not be damaged by a daily exercise in defining words, and with all our multiplicity of school books, the Spelling book we need has not yet been compiled, or has escaped the observation of your Committee. Will not some friend of his species give us a book containing the *radical* words of the language, omitting derivatives and scientific terms for another work. This would not exceed the limits of an ordinary speller, and would so familiarize the student with the roots of his mother tongue that no word would be quite new to him, though met for the first time in its derivative form.

Reading has scarcely arrived to the condition of a fine art in our schools, though in the case of some pupils it has reached that degree which makes it one of the useful arts, for they understand and therefore can be understood; but in the prevailing ignorance of the meaning of words there has grown up a dull mechanical drawl, which is escaped only by a kind of excellence a little worse than the error itself; for he who is ambitious, and fluent withal, runs a race against time as if the last word of his exercise were an engine and the reader felt himself in danger of being too late for the train. Not without much neglect of his duties on the part of the teacher could there have come so prevalent a notion among scholars that *fast* reading is *good* reading, whereas in every nine lessons out of ten it is of necessity the reverse. The spirit and meaning of a writer must be rendered by the reader, or a well made automaton with cog-wheels and a crank motion would be the better elocutionist.

The frequent meetings of our teachers, and others interested in the welfare of schools to discuss subjects connected with the branches taught in our schools, and to compare methods and ideas have proved both useful and interesting, and might be made still more so by a larger participation in the exercises on the part of the people. Where each one is encouraged to offer his best, none can come away without some benefit. Leaving further considerations of general questions pertaining to the subject to other hands and another time, your Committee will proceed to a brief notice of the schools in their numerical order.

District No. 1.—The summer term of this school was taught by Mary Jane Palmer, a young lady in her first school, showing good qualifications for her place, both in character and letters. The school was but little advanced and very small, having for the first half of the term but one pupil in first class studies. With a scrupulous regard for the duties of her position this teacher gives good promise of future success. Number of scholars registered 18. Average attendance, 12, or 66 2-3 per cent. Length of term 4 months. The winter term was conducted by Edward C. Bailey, and was his second winter in the same school. Unexceptionable in character, and with literary qualifications sufficient for the position, he failed in government, and his better qualities were in a measure lost to the school. A fearful

prevalence of sickness, at the approach of spring, broke up eight of the ten schools in town, this among them, and precluded the possibility of a visit near the close of the school as required by law. Number of scholars registered, 22. Average attendance —.

District No. 2.—The school here was taught through the summer by Helen A. Tompkins, and was her second term in town. The school was small, very quiet, and well conducted; the little scholars making marked progress, especially in reading and spelling. This teacher is happily constituted to win the affection and respect of her pupils and evinces a more than ordinary interest in their progress. Number of scholars registered 18. Average attendance 14, or 77 7-10 per cent. of the number registered. Length of term 4 1-2 months.

The winter term was again under the charge of Dea. Peleg Almy, a well tried and justly commended teacher. A little relaxation of discipline toward the close of the term, and the breaking out of sickness disturbed the progress of the school, which was however, on the whole, very satisfactory. Number of scholars registered 25. Average attendance, 16, or 64 per cent. of the number registered. Length of term 3 2-5 months.

District No. 3.—This school was taught through the summer by Nancy Gifford, a young lady conscientiously diligent in the discharge of her duties to the pupils under her care, and capable by nature and attainments to instruct and improve them. Her fair promise of future usefulness has been cut off by an early death. Graduated from the institutions of earth and so soon promoted to that High School of the Angels, she may still teach us that the best end of learning here, is to enter, well advanced, in the lessons of the Great Hereafter. Length of term 4 months. Number of scholars registered 16. Average attendance 12, or 75 per cent.

The winter term was taught by Emeline Schermerhorn, a teacher of some experience in another State, from which she brought to us good qualifications and a lively interest in her vocation. A fair beginning had been made when we visited the school, and we learn that her services were much approved by her employers. Of this we cannot speak from personal knowledge, as the fatal sickness which deprived us of its former teacher broke up the school before we were apprised of its approaching close. Length of term, 3 months. Number of scholars registered 17. Average attendance 14, or 82 per cent of the number registered.

District No. 4.—For a number of terms this district has been fortunate in securing the services of Abbie C. Grinnell, a lady of rare qualifications for the office of teacher, and whose efforts have been followed by marked success. Not more than one school in town can show better scholarship, and none better deportment. Length of

term 4 months. Number of scholars registered 19. Average attendance, 13 or nearly 68 1-2 per cent. of the number registered.

The winter term was conducted by Miranda Peirce, a teacher of much experience and greatly approved for earnestness of effort and success in her labors; though we must discount from this unqualified approbation her pernicious system of teaching children to reckon by counting their fingers; a habit which must prove a great hindrance to the rapid evolution of mathematical processes. The sooner simple sums can be handled in mass as abstract numbers, the greater will be the facility of a pupil in complicated calculations. Length of term, 4 1-2 months. Number of scholars registered 16. Average attendance 13 1-2, or 84 per cent of the number registered.

District No. 5.—Jedediah Shaw has taught this school summer and winter for a number of terms, with the very general approval of his employers and of your Committees. The school is marked by very unequal scholarship, and both in lessons and deportment the girls have decidedly the advantage. Some unpleasant feelings were produced during the last term by the punishment of one of the larger boys, but if corporal chastisement is to be resorted to in any case your Committee cannot learn that it was misapplied in this, or that it was attended with unnecessary severity. Length of summer term 4 months. Number of scholars registered 27. Average attendance 19, or 70 per cent. of the number registered. Length of winter term 4 months. Number of scholars registered 35. Average attendance 22, or nearly 63 per cent. of the number registered.

District No. 6.—The summer school was taught by Albert H. Tompkins, the first essay of a young teacher of much promise. Firm without bluster, kind without weakness and with good scholarship and aptness to impart knowledge, he compelled a favorable verdict in spite of an unwarrantable and cruel pre-determination that his school should be a failure. It was not a failure; but with good order, fair recitations and a noticeable progress, particularly in the smaller classes, it was a decided success. Length of term 5 months; No. of scholars registered 34; Average attendance 20, or nearly 59 per cent. of the number registered.

For the winter term this district secured the services of John T. Cook, an able and experienced teacher, whose rare mathematical powers would be a worthy acquisition in schools of a much higher grade than ours. But with much general excellence, he failed to secure that respect from his pupils, so essential to good order and success, where scholars have not enough self-respect to behave themselves with a teacher affable and kind, as seemed to be the case here with some of the larger scholars. Length of term, 3 7-8 months. No. of scholars registered 39. Average attendance 28, or nearly 70 per cent of the number registered.

District No. 7.—Summer term taught by Elizabeth W. Poole an earnest, faithful teacher, defective in reading but peculiarly good in mathematics and grammar. This was her second school in town, having taught meanwhile in a neighboring State.

The school was small, quiet and well conducted, giving unexceptionable satisfaction to the district. Length of term, 5 months. No. of scholars registered 25. Average attendance 16, 64 per cent. of the number registered.

The winter school was full, and not so entirely approved. When visited near the beginning of the term it was showing fair promise of good progress under Benjamin F. Wilbor, a teacher new to the profession, but with such familiarity with the necessary books and such decision of character as are prime requisites to success. This school was not visited near the close as it was broken up prematurely on account of the prevailing sickness. Length of term 2 3-4 months. No. of schools registered 36. Average attendance 25, or nearly 70 per cent. of the number registered.

District No. 8.—The summer school was taught by Miranda Peirce of whose high reputation we have spoken elsewhere in this report. The school appeared well both at the commencement and close, and fair progress in most of the branches taught rewarded the efforts of the teacher. Length of term 5 months. No. of scholars registered 26. Average attendance 19, or 73 per cent. of the number registered.

The winter term was taught by Solomon Whitney a teacher of no little experience in this town and neighboring towns, where he has met with much success and increasing approbation. This has earned the unenviable reputation of being a "hard school," yet there was very little to mar the harmony and good order which prevailed during the last winter, and the school was doing finely when invaded and broken up by sickness. Length of term $3\frac{2}{3}$ months; number of scholars registered, 37. Average attendance 25, or 67½ per cent. of the number registered.

District No. 9. Taught summer and winter by Harriet B. Davol, a teacher of some experience and much merit. Her school was small and backward, with a great deal to try the patience and little to cheer the heart of the instructor.

This district seems to be afflicted with some parents and pupils who think their patronage an especial favor to the teacher, rather than a privilege to themselves, and strive to increase the difficulties and diminish the success of the teacher in a degree precisely the inverse ratio of their worth in community. For any want of success in this school, the presence of such elements of discord may sufficiently account. Length of summer term 4 months. No. of scholars registered 19. Average 10, or 52 1-2 per cent. of the number registered.

Length of winter term 3 months. No. of scholars registered 17. Average attendance 12, or 70 1-2 per cent. of the number registered.

District No. 10.—Last but not least. The summer term of this school was taught, as had been several terms before, by Susan H. Allen. In the hands of a teacher of such excellence the school has progressed from good to better, till it is second to none in the town. That activity which misguided or unguided would lead to confusion and difficulty, has been drawn by firmness and affection to further the better progress of the school. Length of term 4 1-2 months. No. of scholars registered 22. Average attendance 16, or nearly 73 per cent. of the number registered.

The winter term of the school was under the charge of Joshua Durfee, a young man of fair qualifications and exemplary character, who not only carried his school through the term with credit to himself, but with much pleasure and profit to both parties. Length of term 3 3-4 months. No. of scholars registered 27. Average 23, or 85 per cent. of the number registered.

Herewith ends the labors of your Visiting Committee who, unfitted by the accidents of circumstance and long habits of thought for the *responsible position*, is more than willing to give place to a better man.

In behalf of the School Committee,

GEO. S. BURLEIGH, *Visiting Committee.*

PORTSMOUTH.—The School Committee of the town of Portsmouth, R. I., beg leave to report their doings, the state and condition, of the schools of the town, for the year ending May 1st, 1864.

The Committee have met for the transaction of the necessary business, and the schools have been visited from time to time, as the law directs.

District No. 1.—The school in this district was taught by Mr. Jno. Arnold, as heretofore, to the satisfaction of the parents of the scholars, and the Committee.

District No. 2.—The school was taught by Miss Bemis, the government and teaching were excellent.

District No. 3.—In accordance with the recommendation of the Committee in last year's report, a neat and commodious school-house has been erected and occupied, to the comfort and convenience of all concerned, at an expense of \$700. Teacher, Miss Mary C. Carr, who was very successful in her efforts for the improvement of her pupils.

District No. 4.—The summer term of this school was taught by Miss Anna E. Miller acceptably to all attending. The winter term, by Mr. N. H. Stevens.

District No. 5.—The summer term was satisfactorily taught by Mr. N. H. Stevens. The winter term by Mr. Gifford Morse. The school exhibited considerable progress under his care. The house needs repairing.

District No. 6 needs a new school-house, the present structure is too small and close for comfort or health. The summer term was diligently instructed by Mrs. Diana G. Watson. The winter term by Mr. Isaac D. Manchester, being an experienced teacher. The school exhibited a corresponding improvement.

District No. 7.—Prudence Island.—Divided into two schools. The usual good order of the school at the North-End was interrupted by an unruly scholar, but being summarily dismissed by the Trustee, good order was restored, and the scholars made satisfactory improvement. Teachers during the year, Miss Annie P. Slade, Annie S. Peck and Ruth W. Grant.

The whole number of scholars registered this year was 304. The average attendance was 202. The number of visits made by parents and others was 439.

The amount of public school funds for the year was derived as follows:

From the State,.....	\$635 01
" Town,.....	400 00
" Registry,	147 00
	<hr/>
	\$1182 01

A plan for a school-house in District No. 3, was presented and approved.

The Committee approved of a tax on the rateable property voted by District No. 3, of 3.46 on a 1000.

Respectfully submitted, by Committee,

G. W. CHEVERS, *Chairman.*

MIDDLETOWN.—The Public School Committee respectfully report that schools have been taught in all the districts of our town during the past year, and though not in all cases entertaining the high character desirable, yet we believe they have been doing a good work, and would perhaps compare favorably with those of former years. We have received several copies of the School Commissioner's able report and distributed them to teachers and others, and we would say to all whose interest in popular education is beginning to flag, *read the report.* It treats eloquently on the necessity of educating the people, and amen say we. Educate the masses, revive and rejuvenate the

"good old doctrine of free government, free labor and free schools." Give us freedom in the largest sense for all that is *good and beautiful and true*. If the genius of our free government has not accomplished her mission, it is because she has not had a fair field; her feet have been fettered, and her wings have been clipped. But in the good time that is coming, when the storm of battle shall be hushed, when the war cloud shall have passed away, *Freedom for all* shall become an established fact, and free schools a fixed institution, she will then hover over our fair country with healing in her wings. She will cause villages, and towns and cities to rise like magic through all the beautiful and sunny South. Then the hum of intelligent labor will be heard from myriads of work-shops, from countless school-houses and academies; literature and science will shed their benign influence on the whole people, and from the churches on a thousand hills will be heard the glad tidings of salvation, and the beautiful anthem of "Glory to God in the highest, on earth Peace and good will to men."

Per order of Public School Committee,

THOS. B. BUFFUM, *Clerk*.

MIDDLETOWN, April 6th, 1864.

TIVERTON.—Your Committee organized soon after their election by the choice of Peleg Almy, Chairman, and Charles R. Hicks, Clerk.

The schools in Districts 2, 9, 10 and 12, were assigned to the Chairman for supervision; those in Districts 4, 6, 7 and 8, to the Clerk, and those in Districts 1, 3, 5 and 11, to the remaining member.

The several members report, each with reference to the particular schools assigned him, as follows:

District No. 2. (Brown.)—Summer Term—The summer term of this school was taught by Miss Emily Bennett. Length of term 11 weeks. Average attendance 22.

Winter Term—Mr. Isaac C. Manchester has been teaching in this district the past winter. We have never visited this school when under Mr. Manchester's care without admiring the *good order* and thorough understanding that seemed to exist between teacher and scholars. This is one of our best schools. Length of terms 15 weeks. Average attendance —.

District No. 9. (Manchester.)—This school has been taught the past year by Miss Deborah A. Chase. Miss Chase is an earnest, faithful teacher, and some of the scholars in this school have made good progress. We think there are some parents in this district, who are very neglectful with regard to the education of their children. In looking over the register at the close of the summer term, we no-

ticed that the younger scholars had been most regular in their attendance. Length of summer term 14 weeks. Winter term 11 weeks. Average attendance for the year 25 1-2.

District No. 10. (Crandell.)—Both summer and winter terms of this school were taught by Miss Abbie C. Jones. This, we believe, was Miss Jones' first attempt at teaching; yet she succeeded well, and evinced those qualities which characterize a good teacher. The school was large during the winter term, yet quietness and good order prevailed, and a commendable progress was made during this, as well as the summer term. Near the close of the winter term a complaint was entered to the Committee by one of the parents that the teacher had been too severe in the punishment of one of the pupils. We heard the statements of each party and were unanimous in the opinion that the teacher was fully justified in her course. Parents should be very careful how they injure their children and the school, by interfering with the teacher's government. Number of weeks school during the year 32. Average attendance 30 1-2.

District No. 12. (Nock.)—Mr. Albert H. Tompkins, teacher. Mr. Tompkins is a young, energetic and faithful teacher. We have never seen this school appear better than it did each time that we visited it the past winter. The labors of the teacher have been satisfactory to scholars, parents and Committee. Length of term 18 weeks. Average attendance 10.

In looking over the register the last day of school, we noticed that the deportment of Miss Fannie Potter was marked as perfect each half day of school. We noticed also that Jerome Potter had been present each day of the term, and Frank Potter and A. Frank Pearce had been present each day, excepting two.

District No. 11. (King.)—Summer term taught by Miss E. B. Orswell; with good success.

The winter term, taught by Miss Mary A. Fish, closed very abruptly; the school-house having suddenly become untenable.

It will be recollected that the town has appropriated only one-half as much money the last two years as formerly. The first year after the reduction several districts had quite large balances due from the former year. The last year our schools have suffered for the want of funds. District No. 12, you will notice, has had only 18 weeks of school during the year. District No. 5 only 25 weeks. The twelve districts of the town have averaged — weeks of school per district for the year. No. 3 has had 38 weeks school, thus setting an example worthy of imitation. It seems to us, that if the town means to throw the burden of the child's education upon the parent, then the amount raised last year is altogether too large; but if our schools are to be public free schools, then the town needs to raise more than double the money this year that it raised last.

REPORT OF SCHOOLS IN DISTRICTS 4, 6, 7, AND 8.

The teachers employed to teach during the summer term in districts 4, 6, 7 and 8, were for the most part well selected, and the schools were well patronized, thereby showing that the parents residing in these districts appreciated good schools and good teachers.

The teacher in No. 7 we think was as good as any to be found in the State. We think the people in these districts will endorse our assertion, when we say that their schools have been good ones, and all that could be expected.

WINTER SCHOOLS.

Your Committee, whose duty it was to visit these schools in winter, was necessarily absent from town on business, and thereby did not have the opportunity of making personally visits to the schools so often in the winter as in the summer; hence we do not feel at liberty to express opinions as freely as if we had had better opportunities for comparing the progress of these schools. We *know*, however, that in some of these districts, the good reputation gained in the summer was fully sustained in the winter. That there have been some poor schools taught in the town we allow, and there is a tangible excuse for it we think.

District No. 1. (Four Corners.)—Both terms were taught by Miss Ann E. Brown with good success.

District No. 3. (Bridgeport.) This school was taught during the year by Miss Sarah W. Howland, as Principal, and Miss —— Hamblly, as Assistant. The teachers seemed to try to do all they could for the advancement of their charge, and a commendable zeal was manifest on the part of a number of the pupils, who appeared to be making rapid progress in arithmetic. This school was visited near the close of the winter term by the Chairman, who expressed himself as much pleased with its condition.

District No. 5. (Gardner.)—The small amount of public money apportioned to this district, rendering it inexpedient that a school should be kept during the entire year, it was deemed advisable by the Trustee to have no school during the summer. The winter term was taught by Miss Lucy J. King. We consider her one of our best teachers, but her school having closed before we were aware of it, we are unable to speak with certainty in regard to its progress. Length of term, 25 weeks. Average attendance —.

In behalf of the Committee,

PELEG ALMY.

WASHINGTON COUNTY.

RICHMOND.—In the town meeting of June, 1863, for the election of town officers, the appointment of School Committee was CHARLES L. FROST, ISAAC S. PROSSER, NELSON K. CHURCH.

The Committee organized by electing C. L. FROST *Chairman*, and I. S. PROSSER, *Clerk*.

C. L. FROST was appointed to superintend the schools of the town for the year, and prepare the ANNUAL REPORT.

The regular quarterly meetings have been holden as required by law.

MONEYS RECEIVED AND EXPENDED.

Amount received in support of Public Schools of this town the past year :

From the State—old appropriation.....	\$437 05
“ “ new “.....	487 50
“ “ Town.....	300 00
“ “ Registry Tax.....	145 00
	<hr/>
Add income of School Fund.....	1369 55
	25 52
	<hr/>
Total amount of money for the public schools for the year.....	1395 07
The moneys paid out for the support of public schools for the past year have been as follows :—	
Amount paid to the several districts for school purposes.....	\$1379 57
Amount paid C. L. Frost for visiting schools.....	31 50
	<hr/>
	\$1411 57

Joint Districts—Nos. 5 and 9 of Hopkinton, by a vote of the Committee, are allowed annually \$1.50 for each scholar of this town, who shall attend the winter school of said districts, during the public school year, commencing May 1, 1864, in said joint districts, sixteen weeks or more, and ten cents a week for any number less than sixteen weeks.

COMPILED FROM SCHOOL DISTRICT RETURNS.

SUMMER SCHOOL.

WINTER SCHOOL.

Number of Boys.	Number of Girls.	Number over 16 years old.	Number not 5 yrs. old.	Average attendance.	Number of faml-ies.	Wages per month.	Weeks of School.	Number of District.	NAME OF DISTRICT.	Number of Boys.	Number of Girls.	Number over 16 years old.	Number not 5 yrs. old.	Average attendance.	Number of faml-ies.	Wages per month.	Weeks of School.	Money due May 1, 1884.
8	10		1	18	10		15	1	Pine Grove,	13	12	1	1	16	11	\$18 00	16	
15	20			25	30	\$12 00	24	2	Carolina,	20	13	8		26	19	43 97	16	
16	23		5	29		42 00	16	8	Shannock,	18	17		3	33		25 00	16	\$35 00
4	11			9	7	15 00	20	4	Usquepaug,	7	5	1		8	6	81 00	14½	7 58
7	10		1	11	7	10 00	12	5	Centre,	12	7	8		13	8	20 00	16	24 82
5	11		1	8	11	12 50	12	6	Squirrelville,	11	10	4		17	10	20 00	16	27 40
								7	Alton,	18	28	5	2	29	31	32 00	16	5 80
5	11		1	8	9		12	8	Taft's Mills,	9	6	1		9	8	16 00	16	18 50
						12 00		9	Hell,	10	6	7		10	8	20 00	20	26 88
9	10		1	10	8	15 00	12	10	Washington,	11	5	2	1	10	9	18 00	16	25 10
8	7		3	5	13	5½	6½	11	Boss,	10	6	2	1	7	11		16	17 11
								12	Hillsdale,	9	8		2	9	10	17 00	16	68 78
11	5		7	14	11	10 00	16	18	Arcadia,	12	8	2	2	11	6	25 00	16	

The annexed table exhibits the number of boys and girls attending each term of the summer and winter schools, the number of scholars over sixteen or under five years of age, the average attendance from this town, the number of families sending to school from this town, in each part or whole district, the monthly compensation of each teacher, the number of weeks in each term, also the number and name of each district, and the balance of money due each school district, after deducting the cost of the respective schools of the past year.

The school-house of joint district No. 4 is in the town of South Kingstown, and under the control of the Committee of that town.

During the summer, Nos. 9 and 10 were without any school, and No. 7 supported a private school.

The number of visits made by your Superintendent to the several schools, during the past year, is 57.

The number of visits made by the Trustees to their respective schools, is as follows :

George N. Ennis, 1 ; A. S. Kenyon, 5 ; J. A. Smith, 2 ; S. P. Clark, 9 ; E. Anthony, George L. Hazzard and B. W. Brayman, 9 in all ; E. B. Phillips, 4 ; D. P. Kenyon, 2 ; William F. Segar, 1 ; Jesse Potter, 0 ; P. Olney, 0 ; Joseph Boss, 1 ; J. G. Sisson, 2 ; George W. Austin, 5 ; Peter Clark, 4 ; G. Vallet, 2 ; E. B. Kenyon, 4.

REPORT OF THE SUMMER AND WINTER SCHOOLS.

District No. 1.—Pine Grove.—The summer term was taught by Miss Carrie E. Pierce of Carolina Mills, R. I. Miss P. maintained good order in a very quiet way, and taught well, as her former terms of teaching testify, thus proving herself a successful and profitable teacher. Number of visits, 15.

The winter term was taught by Mr. Charles H. Langworthy of Hopkinton, R. I. Mr. L. is an experienced and successful teacher. He governed well, and won the respect of his pupils. Commendable improvement was made. Number of visits 19.

District No. 2.—Carolina.—This school was taught by Mr. M. S. Green, and Miss Alice Green of Carolina. The same teachers were employed through the year, and they were very successful in teaching and governing. As Mr. Green's successful any long experience as a teacher is so well known, any further comment is unnecessary. Number of visits 115.

District No. 3.—Shannock.—This school was taught by Mr. Isaac S. Prosser of this town. Mr. P. has had large experience and good success in teaching, therefore his works shall praise him. All the recitations gave good evidence of a thorough drilling. Number of visits 89.

George H. Clark, C. P. Clark, E. A. Clark, J. W. Clark, W. S. Clark, J. W. P. King, A. A. Michael, Geo. C. Rathburn, A. D. Lillibridge and M. E. Tucker did not whisper through the winter.

This school-house is only about half large enough, and what there is of it is poor, and steps should be taken immediately to build a new house, and the School Committee should urge the matter at once.

District No. 4.—Usquepaug.—This school was taught in the summer by Miss Sarah M. Baker of South Kingstown, and in the Winter by Mr. George B. Inman, of Slatersville, R. I. Number of visits, 81.

District No. 5. Centre. The summer school was taught by Miss S. M. Lilibridge of this town. Miss L. taught a good school, as the uniformly good recitations proved. Number of visits, 24.

The winter school was taught by Mr. Robert Knowles of Carolina, R. I. Mr. K. is a teacher of large experience and good success. Number of visits, 23.

This school-house is poor, and extensive repairs should be made immediately.

District No. 6. Squirrelville. The summer school was taught by Miss N. M. Collins of this town. Miss C. was inexperienced in teaching, this being her first school, but she succeeded very well, both in governing and teaching. Number of visits, 16.

The winter school was taught by Mr. George P. Clark of this town. This was the first attempt of Mr. C. at teaching, and he met with good success, both in government and in imparting instruction. He has had some training at the Normal School, and more of the same kind is necessary to fit him for a first-class teacher. Number of visits, 64.

District No. 7.—Alton.—The winter school was taught by Mr. Frank Fittz of Central Falls, R. I. Mr. Fittz is second to none in town. He commenced the school with somewhat tight reins, but soon found it necessary to draw the reins of discipline tighter still, which led to fault-finding, but the teacher was firm and moved straight forward with a fixed purpose to do right, and thereby won the confidence and esteem of most of the parents and children. He was faithful and true, and it is no more than justice to say that he is a good scholar, and a *first-class* teacher.

This school has good material, and it should always have a first-class teacher. It is to be hoped that the parents will more generally acquaint themselves by personal examination with the doings and wants of the school. They should not take the likes and dislikes of the children as the standard by which to judge. Number of visits, 106.

District No. 8.—Tefft Hill.—The summer school was taught by Miss Louisa A. Rathburn, of this town. Miss R. succeeded very well. If she should fail in any one thing, it would be in the proper government, which is essential to a first-class teacher. Number of visits, 14.

The winter school was commenced by Miss M. A. Shove of Charlestown, but on account of the sickness of her parents, was obliged to leave.

The school was kept out by Miss D. A. Tanner of Exeter, R. I. Miss T. failed in governing, and here is where she will always fail, which will prevent her from ever succeeding as a teacher, and therefore she had better never make the attempt to teach again. Number of visits, 5.

The school-house in this district should be thoroughly repaired and remodelled, and the Committee should urge the matter.

District No. 9.—Bell.—The winter school was taught by Mr. B. Richmond of Exeter, R. I. Mr. R. has had long experience. He has been tried and *not* found wanting. His government is mild, and his teaching thorough, and therefore it is profitable. Number of visits, 20.

District No. 10.—Washington.—This school was taught, both summer and winter, by Miss C. Moore of this town. Miss M. will never succeed well as a teacher, because she lacks government, which is an essential qualification. As much progress was made as could be expected, considering the lack of good order. Number of visits, 44.

This school house should be torn down and a new one built. It is not a fit place for a public school, and by law the district is not entitled to the public money until a better place is prepared.

District No. 11.—Boss.—The summer school was taught by Miss L. A. Kenyon of Hopkinton. Miss K. was young and inexperienced, but showed energy and a good degree of skill in teaching, and on the whole taught a very good school. Number of visits, 6.

The winter school was taught by Miss Phebe Watrous of Groton, Ct. Miss W. was also inexperienced, but taught a good school and labored faithfully in a mild way, and thus won the respect of her pupils, and gave general satisfaction to all concerned. Number of visits, 15.

This school-house is a mere apology for a house, and should never be used again, in its present condition for a school.

District No. 12.—Hillsdale.—The winter school was taught by Miss A. F. Kenyon of this town. Miss K. has had some experience, and she kept a good and orderly school. The scholars made good progress in study. Number of visits, 19.

This house is very poor, and like others, should be thoroughly repaired, or a new one built.

District No. 13.—Arcadia.—The summer school was taught by Miss M. A. Potter of this town. Miss P. has had some experience, and proves well qualified to instruct. Her rule is mild but firm. Number of visits, 33.

The winter school was taught by Mr. H. B. Kenyon of this town. Mr. K. is a graduate of the Normal School, and meets with good success in teaching, which is the best kind of recommendation. He is an excellent scholar and a good teacher. Number of visits, 26.

General Remarks.—We are happy to report our schools in a somewhat prosperous condition. Most of the teachers were experienced and proved themselves qualified and devoted to their work. The regular attendance of scholars has, in some of our schools, been very commendable. Several of them report the names of but few absent marks.

While it should be said to the praise of many of the scholars, that they have made commendable efforts to do their duty in this respect, we are compelled to say that many of the parents and scholars *do not* feel that interest on this point which they ought.

It is to be expected that there will be irregularity to some extent, arising from circumstances which neither parents nor scholars can prevent, but the frequent absences, and cases of tardiness and the dismissals, for some little trivial excuses, are indeed lamentable, having not only a tendency to injure the school, but it is injurious to the scholars.

The habit of punctuality is an important part of education. It is highly important, in any business; success depends much upon it, and there is no place where this habit can and should be more developed than in the district school.

It is hoped that parents and children will candidly think of this, and use all necessary means to make themselves and their schools what they should be in this particular.

Most of the teachers during the year have succeeded in maintaining good order, which is the *first* and essential thing to a good school. A few of our schools have been good in this respect. One of the chief deficiencies has been a very troublesome habit of whispering. This, if allowed to any great extent, is certain to be very prejudicial, if not ruinous to the highest interests of the school. Those teachers who do not stop this habit, will be very likely to fail in teaching.

Scholars should be taught to mind their own business, and let their neighbors alone. This is a lesson which our scholars as a general thing have not yet learned.

What we wish to see, is whispering entirely prohibited in all our schools, and the prohibition carried out without respect of persons, make no distinction between large and small scholars. Whispering is altogether unnecessary, and should never be allowed.

All education is of little value, in fact it is worse than useless, to one who does not know how to mind his own business. The habits of the school-room will very much determine what the life will be. The law of the school-room cannot be too highly prized, that requires each scholar to be in his and her own business, and conscientiously to refrain from everything that may interrupt his neighbor in his studies.

There has been during the year, good attention paid to the elementary branches, especially reading and spelling. This we regard as favorable. A good reader and speller is rare. Good reading is an attainment which cannot be reached without great care and time. Parents should have their children practice at home. They practice so

little at school, that we need not expect them to become good readers unless they daily read at home. Probably no scholar ordinarily reads more than five or ten minutes in a day at school.

In some of our schools, much attention has been given to reviews. There has been an effort on the part of some of the teachers to be thorough, rather than to go over a large space of ground. This is highly important.

There has also been an effort made in some of the schools, to teach children the habit of self-reliance. This is commendable, and vastly important. Some teachers seem to forget that the business of the teacher is to instruct young minds to think, in other words, to teach them how to study, and not study for them.

Many teachers essentially fail here, and render their services nearly useless, when, perhaps they think they are doing finely. Let it be set down as a settled principle, that the teacher who fails to throw the scholar upon his own responsibility, essentially fails to accomplish the end for which he was hired. He had better sit down and do nothing, only watch his school, than be going round from seat to seat, studying for his scholars. He had about as well give no attention to a reading class, as to pronounce all the difficult words for them before they have tried their best.

Every scholar, too, should be made to feel that study is important, in order to recite well, and no scholar should be excused from his lesson. If a long lesson cannot be learned, get a short one. All should have enough to do to occupy the time they pass in the school-room, without gazing about to see what their neighbors are doing. The teacher should cultivate habits of industry in all the scholars. If children are allowed to be indolent at school, there is danger of laziness following them through life. Besides, if children learn nothing, they go to school in vain.

And now a few words in relation to the moral character of our schools. Many parents seem to think that it is none of the Committee's business to look after the moral character of teachers and scholars. The children of such parents assume an air of contempt at once, when they are reproved for improper conduct. As a general thing, the morals of our schools are just what the parents make them. The streams will be very much like the fountains which supply them. The habits of industry and regard for the laws of Jehovah and man, which prevail at home, will prevail also at school. Where there is profane swearing at home, the children of such parents bring it to school and spread it. It is sadly contagious, and if we would keep immorality out of school, it must first be banished from home.

It is one of the highest duties of the teacher, to look after the morals of his scholars. But the responsibility is not felt as it should be. Some, doubtless, keep within bounds of the law in this respect, but it is feared that others have not.

In the government of our schools, too, parents should sustain the teacher in all proper means used in governing. When a child is cor-

ected for disobedience, and the parent learns the fact, he should in no case take sides with the child, but give him to understand that the teacher's rules must be obeyed.

If the parent has reason to think his child has been punished too severely, go and see the teacher alone and have a conference with him, and learn all the facts in the case. The intermeddling of parents, as is sometimes the case, in the matter of disciplining their children is wholly wrong, and they do both themselves and children an injury. Many schools are not what they might be and what they would be, but for parental meddling. To have a school prosper with a well-qualified teacher, parents must give the teacher a hearty and reasonable support in the government of the school. They should often visit the schools, and see for themselves how the school is managed.

Now in relation to school-houses, I will say a word. A great hindrance to the prosperity of some of our schools, is the lack of comfortable school-rooms. Enough has been said and written, in years past, about the unfitness of most of our school-houses, and the necessity of repairing or rebuilding. It is now time that the committee acted. Writing reports will not provide suitable rooms for our schools, as the law directs. If districts wish for the public money, to provide means for the education of their children, they must provide suitable rooms for school. Some of our school-houses are only apologies for houses, and unless they are at once thoroughly repaired, or new ones built, the Committee should withhold the public money, indeed they cannot give it to them, and keep within bounds of law. Let the School Committee be decided and act for the good of the public in this matter.

Another hindrance to the prosperity of our schools is the negligence of Trustees to provide good fuel and enough of it, to comfortably warm the school-room. One of our schools has been obliged to close school two half days, for want of wood, and others have been obliged to burn the very poorest kind of unseasoned wood. There should be a reform in this matter. The Trustees in each district should see that a large supply of good seasoned wood is provided for the winter school, so that the school shall not be interrupted for a lack of proper fuel to keep your children comfortable.

And in closing, let me say to you, fellow-citizens, that if you would have the world better for your living in it, look well to the interests of your district schools; do all you possibly can to make them what they should be, and what they may be.

So live and act for the best interests of the young, that when you die, all may feel that the world has met with a loss. Do not be willing to die and leave behind a poor dilapidated school-house, which shall be a monument to your shame, but leave a house which shall honor you and prove a blessing to posterity, and though you are dead, your influence may be felt for good by those who survive you.

And I repeat it, attend closely to the interests of your schools.— You have indeed, a rich inheritance of your own and can enjoy it, let come what may. You will have in your sons and daughters, who are being nurtured in your homes, and educated in your schools, materials to reconstruct what “vandal hands are tearing down.” Intelligent and virtuous habits developed in our New England homes and schools, are the real saving power of our nation, the strong, defence against oppression, ignorance and idleness, and the sure antecedents of happiness and success. Here shall be our wealth when taxes make us poor, here shall be our comfort when rebels slay our fathers, sons and brothers.

Your Committee have aimed to perform honestly and faithfully their whole duty, and if they have failed in any particular, it is owing to the fact that we are human and therefore imperfect.

In behalf of the Committee,

C. L. FROST.

HOPKINTON.—*To the Citizens of the Town of Hopkinton :*

—“Better that men should remain, in ignorance, than that they should eat of the fruit of the tree of knowledge only to be made more subtle and powerful adversaries of God and humanity.”—A. POTTER.

A very important part of education, is not only that which trains and exercises the pupil mentally, and cultivates the intellect, but it is that which cultivates the heart and conscience also. The noblest quality of man is that which acknowledges and adores his Creator. This is the part that should not be neglected in the education of the young. So long as the heart and conscience are neglected, passions and prejudices will gather before the intellectual eye, and darken or obliterate all its perceptions of truth. That which strikes the eye usually makes deeper impressions on the mind, than that which only falls upon the ear. This is especially so in regard to moral instruction. Precepts accompanied by example, illustrated and adorned by the daily life of a teacher, become exceedingly impressive and attractive. On the other hand, when his precepts are notoriously contradicted by his practice, they are worse than useless. Many are profuse in lessons of virtue and religion, in admonitions which cost little and profit less, while their *example* exhibits a continual contradiction of what they teach. Such instruction is nothing but an imposition, and a child will soon learn not to be imposed upon by such mockery ; and when once he has formed his opinion, it has a fatal effect, even on those subjects in which he himself may be sincere and convinced. The child that grows up a shrewd, intelligent and influential man, may be even a worse man for society than if he were entirely ignorant in regard to mental acquirements, as this knowledge will be a powerful armor to

assist him in carrying out his nefarious plans. But if he be educated morally as well as intellectually, he will be a pillar in society—will have almost a magic influence on the morals of those with whom he associates, that will do much in supporting all that is noble, patriotic and virtuous. One such man will do more good in a community, than a score of men educated mentally only, while their hearts have been left uncultivated, and have even become morally rotten for want of such cultivation.

All that is in a teacher is spoken out in the tone of his voice, in his manners, in his looks, his deportment; though he may act the part of a hypocrite, his real character is seen in the eye, the step, and indeed in every action. All these qualities pass from the teacher into the character of the pupil, and help to form it. Let no teacher, then, be introduced into any school, the seeds of whose principles, feelings, notions or habits we are not willing to sow in the susceptible heart of childhood. Shall we not, therefore, heed that which is written, "Whoso causeth one of these little ones to be offended, it were better for him that a millstone were hanged about his neck, and he were drowned in the depth of the sea?" Hence your committee have felt their great responsibility in regard to their duties in examining the qualifications of teachers, and have recognized as such those only who have given the best proof of their high moral character, and at the same time have endeavored not to overlook the other qualifications and attainments necessary to enable them to teach the various intellectual branches profitably and successfully. For who can tell what influence may be exerted, either for good or for evil, over the whole future existence of the immortal beings confided to their care? Who knows whether the seeds thus sown will produce bitterness, worthlessness and wretchedness, or whether they will produce virtue, usefulness, piety and happiness?

Government.—Perhaps the most difficult part of a teacher's duty is that which pertains to government. As the first impressions are the most durable, and as scholars are almost sure to like or dislike, according to the first impression, the teacher on entering his school should take care that a favorable impression on the minds of his pupils be produced. This should be done by manifesting a kind feeling, and a sincere interest in the progress and personal comfort of them all, yet showing a *firmness and resolution that will not allow anything to go wrong.*

A few simple rules only will be sufficient to be adopted at the commencement of the school, and these should refer to general principles rather than specific actions. The only rule perhaps necessary to be adopted at first, is that "*each scholar is expected to govern himself.*" The teacher should kindly inform him, that in thus governing himself he acts an important part in assisting him to govern the whole school. This should be deeply impressed on the mind of every pupil, which will

be a source of pleasure and a stimulus to urge him on to self-respect and uprightness; for he who tastes the enjoyment of once doing good will almost always wish to taste it again, and thus *your* will be *his* pleasure.

Order is pleasant, therefore let the best of order be *firmly* and *resolutely* maintained. The school-room should be made as delightful as possible; though storm and tempest rage without, light and sunshine should reign within.

As the teacher has introduced the rule of self-government to his scholars, it will be necessary for him to be governed by the same rule; hence he must not be fretful and fault-finding, but mild and affable in his manners, moral in his deportment, cheerful rather than despondent, he being the object from which the exhilarating rays of sunshine should emanate, and illumine the face and cheer the heart of every scholar that enters the school-room.

He governs the most happily who does it without any apparent effort, whose scholars are induced to do right by the allurements of virtue rather than by compulsive restraints. Teachers who govern in this way will most assuredly succeed, for there is something in the hearts of children that will respond with gratitude to all our acts of kindness.

Teaching.—The teacher, in order to awaken an interest in his pupils so as to command attention, must *first be interested himself*. If he feel interested, it will be readily seen in his manner of action and will produce a like interest in the minds of his pupils, which will be a motive to urge them on in the pursuit of their studies. Every child in school should have something to do, and therefore should be provided with a slate and pencil with which he may be employed to advantage. The smaller children—while the larger ones are ciphering or drawing maps—may be employed in copying letters or some of the plainest and most simple geometrical figures from the black-board. This will be a pleasant exercise for them, and serve a two-fold purpose, one in keeping them from mischief, the other in disciplining the eye, training the hand, and strengthening the fingers, so that when they are put to writing, it will require but little instruction and practice to enable them to wield the pen with success.

Scholars should be allowed to use their slates only a portion of the time, so that in using them they would consider it a favor rather than a compulsive exercise. Perhaps it would not be best to confine them at all times, when using their slates, to make specific drawings, but occasionally to use them at pleasure, only that it should be done quietly and without annoyance to any one else.

The teacher who wishes to teach successfully must make teaching a business, must make himself master of what he is to teach, so that, in giving explanations, he may be able to connect them with agreeable associations, with such an aptness as to allure the minds of his pupils to lay hold on what ever is held forth with eagerness, and gather it up

is the miner gathers up the glittering treasure which he exhumes from the bosom of the earth.

Everything that is worth learning at all, is worth learning well. Hence scholars should rarely be allowed to leave a lesson until it is well understood; for a little well learned, so as to be available, is worth more than a profusion promiscuously huddled into the mind, from whence no single idea can be drawn for practical use.

Visiting Schools.—The school law makes it the duty of the Committee or Superintendent of Public Schools to visit each term twice, once within two weeks of its commencement, and again within the last two. These duties your Committee have faithfully performed, and all the schools have been thus visited, with the exception of one or perhaps two, which were so far advanced when the Committee were qualified to act, that they could be visited only near the close of their terms. Aside from the performance of those duties, they have visited the schools at other times gratuitously, and on all occasions have endeavored to avoid ceremony, to go in when least expected and without previous notice, that they might see the condition of the schools, not in their holiday garb, but as they really existed, so as to get a correct idea of them. Your committee feel confident that in visiting in this way, they can get nearly an accurate conception of their true situation, and see them, not in a false light, but as they really exist. A school well trained and properly disciplined, will be ready at all times to receive visits from all persons having their oversight or in any way interested in their welfare. This course may be rather embarrassing to incompetent teachers, but those well qualified for the sphere in which they act, will never fear that their light may be seen at all times.

The schools, with one or two exceptions, have been found in a prosperous condition. Perhaps they have not been more so at any former period.

Those persons who know the least of our schools, and are the most ignorant of their management, are those who always find the most fault. If they would occasionally visit the school and learn more about it, they would see less cause to complain of its bad management, and would use their influence in sustaining it, rather than in tearing it down. When parents and guardians are faithful in sustaining the school, there is usually very little difficulty with children.

It is the duty of trustees to visit schools twice during each term, also to notify the Committee or Superintendent of the time of opening and closing the school, the latter of which has been almost universally neglected. No person should be appointed trustee of any school district who does not feel a real interest in the welfare of the school, for the success of the school in a great measure depends upon his prompt and energetic action. And the district that has a faithful trustee will rarely fail of having a good school.

It is the opinion of your Committee, that frequent visits to our schools are desirable and highly necessary to their usefulness and effi-

ciency, and that the town Committee, or the superintendent appointed by them, for a fair compensation, should visit each school not only twice as the law requires, but three times, once within the first two weeks and again during the last two, also once at the middle of the term. For when the school is first visited at its commencement, it is not always easy to decide whether it will be successful or not, and when it is last visited it is too late to correct any errors or remedy any evils that may then exist so that it can be materially benefited thereby. But if the school be visited at the middle of the term, and found to be in a hopeless condition, the evil may then be in a measure successfully remedied.

School Houses.—The school-house should be placed on firm ground, where it would be fanned by the southerly winds of summer, and protected from the cold northerly blasts of winter. It should be far enough from the public highway to escape confusion and danger, and yet near enough to be easily accessible by a uniformly dry path. It should be well ventilated, surrounded by ample play ground scattered with shade trees, tastefully enclosed, where children can enjoy their sports without annoyance to any one. It should be a model of taste and skill in its external appearance, and in its internal arrangements properly ventilated, and of a capacity sufficient to accommodate all the scholars within the limits of the district. It should be one of the most delightful and inviting places to be found in the neighborhood. Parents and guardians are not aware of the potent moral influence brought to bear on the minds of their children by the appearance and condition of the school house. Many whose dwellings are constructed with regard to taste, elegance and comfort, send their children to schools taught in houses that are miserable, awkward and unattractive. Is it strange that children who at home are accustomed to sit on cushioned seats, and play on carpeted floors in neatly furnished rooms, should feel a prejudice against being huddled into a small, uncouth, miserable, filthy building with broken windows, unhinged doors, dirty ceilings, rickety seats, and shamefully disfigured desks? And is such the place to elevate the minds, refine the tastes and cultivate the morals of children? Certainly not, but on the other hand they are cruelly debased by all such associations. We are happy to state, however that there are but few such school-houses in our town, and would that there were less. Those in Districts Nos. 3 and 7 are nevertheless very poor and inconvenient. May *they* soon give place to others characteristics of culture and refinement, calculated to animate, draw out and cultivate all those nobler and finer qualities of which the natures of our children partake.

None but Loyal Teachers.—The war tocsin has sounded, our country is convulsed in mighty conflict, our friends are in the contesting field, their blood has been made to redden and fertilize the rebel soil. Our brothers and our sons, some of them have fallen in the mighty con-

test, some been slain by the rebel assassin, and yet others have been incarcerated in rebel prisons—been murdered—and rebel hands are now reeking in their crimson gore. Traitors and rebel sympathizers are *among us*, rendering every available assistance and using every means within their power to further the rebel cause and aid them in the accomplishment of their hellish design. Therefore, let us be on our guard, lest some of them unawares be ushered into our schools as teachers. For if the teacher be a traitor, his actions will correspond therewith, and by example, if not by precept, he will be sowing the seeds of rebellion in the susceptible hearts of our children. Should the pure minds of our little ones be poisoned with the damnable principles of rebellion, or be led astray by the pernicious examples of rebel sympathizers? Shall the hand already stained with the blood of the murdered father, be employed to guide his orphan child?—the hand that applied the lighted torch, and made the orphan a homeless wanderer, shall that be the hand to trace the chart by which his little bark is to be guided to its destined haven? *No, most assuredly no.* Better by far remain as he is, his untutored mind wrapped up in ignorance, than to be thus guided and piloted by the vile traitor, only to be finally dashed against the rocks and engulfed in the waves of rebellion. But let our teachers be noble, loyal sons and daughters of America—those who, while instructing our little ones in the sciences that pertain to the secular concerns of life, will also teach them their obligations to their country, and at the same time will point them to that *never-fading star* by which their frail barks may be safely guided over life's treacherous seas to the port of eternal rest, to join that blood-washed throng who chant the praises of God and the Lamb from Mount Zion's balmy top.

District No. 1—(Dr. Kenyon's)—Miss Mary Whipple taught during the summer. Her youth and inexperience were probably more prejudicial to her success in this district, than they would have been in one away from her own home. It sometimes is not advisable for young teachers to make their first attempt in the very school which they have just been attending as scholars; while, with any teacher, it is worse than useless for parents to prejudice their children against the teacher, and still keep them in the school. Better take them out at once. Although the teacher evidently did the best she could, still the school did not make desirable progress. The winter term, under the instruction of Mr. Wm. H. Kenyon, was one of profit to the school, and the order maintained was excellent.

District No. 2—(Potter Hill.)—The spring term was conducted by Miss Eunice M. Stillman; the fall and winter terms by Miss N. Arloine Clarke. They each were very successful, both in maintaining order and interesting their pupils. The general deportment of this school has greatly improved during the year, and commendable progress has been made.

District No. 3.—(Witter's.)—Under the watchcare of Miss Mary J. Stillman the school has, during the year, made excellent progress.

District No. 4.—(Ashaway.)—Mrs. H. E. Stillman has labored faithfully with this school during the two terms that make up the year, and, for the most part, with gratifying success.

District No. 5.—(Woodville.)—The summer school was taught by Miss Abbie A. Gorton, a teacher of experience and good literary attainments, yet the scholars did not make that advancement which was desirable. Had she possessed more of a resolute and inflexible temper, and used more physical vigor in disciplining the school, she would have succeeded better. The school during the winter was taught by Mr. Benjamin P. Langworthy, 2d, a faithful and efficient teacher. Mr. Langworthy had taught several terms in the district before, and the inhabitants thereof manifested their appreciation of his services by hiring him again. The school, under his discipline and instruction, made commendable progress, and many of the scholars will favorably compare with those of the best schools in the town.

District No. 6.—(City.)—Miss Sarah E. Chester, during the summer, and Mr. Avery A. Stanton, during the winter, conducted this school with their usual success. They each are so well known throughout the town, as skilful teachers, as to require no other comment. (The patrons of this district appear to take greater interest in the winter than the summer term. Why is it thus?)

District No. 7.—(Gate.)—The summer and fall terms were taught by Miss Margaret A. Langworthy, who labored faithfully, and with whom most of her patrons were well satisfied. The winter school was taught by Mr. Nathan J. Newton, a faithful teacher. He worked vigorously for the improvement of the school. Singing was sometimes practiced. The house in this district is very poor. It is hoped that there will soon be a new one erected on a more suitable location.

District No. 9.—(Locustville.)—Miss Mary E. Reid has taught this school in the higher department for several consecutive terms. Miss Reid is one of our most accomplished and successful teachers. The order was good, and the recitations and exercises were observable for system, correctness and thoroughness. There are several scholars in this school whose literary attainments would qualify them to teach in our public schools. It is desirable that they graduate at our State Normal School and establish themselves as teachers. The primary department has been taught several terms successfully by Miss Eliza R. Henry, a teacher *well qualified for the station*, and under whose literary and moral instruction the young aspirants could not fail of growing wiser and better. The house in this district is one of the best, if not the very best, in the town, and does credit to the district. The

chool perhaps will compare as favorably with other schools in the town, s does the house with other houses. It is usually very observable; hat where we have the best school-houses, we have the best teachers, he best scholars and the best schools. When will the people of some other districts see their errors and grow wiser? Singing was practiced in both departments of this school.

District No. 10.—(Barberville.)—The school during the summer n this district was taught by Miss M. Anna Shove, who had taught several terms in the district before this. A teacher *may be employed* in the same district *too long*. The winter school was taught by Miss Georgie Pierce. This was her first term. The discipline and order was good, the scholars made commendable advancement, and the people of the district generally were well satisfied. Vocal music was practiced in the winter school. The school-house in this district needs a blackboard and some other internal repairs.

District No. 11.—(Rookville.)—The school in this district (summer and winter terms) was taught by Miss Ann E. Wells. She had taught in the district one term before. This is quite a full school and a large proportion of the scholars are small, requiring in the teacher firmness, perseverance and patience, in order that it be carried on successfully. These qualifications the teacher possessed, consequently her labors were very successful. Vocal music was occasionally practiced.

District No. 12.—(Grassy Pond.)—Mr. Benjamin T. Lewis taught in this district a short term in the fall. He labored faithfully. The winter term was taught by Mr. Joseph C. Tanner, who had taught several terms in the district before. Perhaps there are a less number of scholars in the district than in any other in the town. Mr. Tanner is a good teacher, and wishes to do nothing but what is just and right.

RESOURCES.

Amount not expended last year.....	\$6 00
Amount received from registry taxes... ..	175 56
Amount received from General Treasury.....	1087 00
Town Appropriation.....	880 00
	<hr/>
	\$1548 56

The statistics are presented in the following table.

Respectfully submitted.

N. L. RICHMOND,
WILLIAM L. CLARKE, } *Committee.*
JOHN W. FOSTER,

RETURN OF THE PUBLIC SCHOOLS IN HOPKINTON,

FOR THE YEAR ENDING MAY 1, 1864.

Number of District.	SCHOLARS.				SUMMER SCHOOL.				SCHOLARS.				WINTER SCHOOL.				Public Money.
	Boys.	Girls.	Whole number.	Average.	Wages.	Length in weeks.	TEACHERS' NAMES.	Boys.	Girls.	Whole number.	Average.	Wages.	Length in weeks.	TEACHERS' NAMES.	Wages.	Length in weeks.	
1	19	18	37	20	\$8 50	14	Mary C. Whipple.....	25	21	46	28	\$25 00	16	William H. Kenyon.....	\$25 00	16	\$188 41
2	8	8	16	10	10 00	10	Eunice M. Stillman.....	18	13	26	21	10 00	11	Nancy A. Clark.....	10 00	11	188 41
3	8	5	13	10	18 00	20	M. Grace Stillman.....	12	6	18	15	17 00	16	N. Grace Stillman...	17 00	16	106 97
4	20	19	39	21	18 00	20	Harriet E. Stillman	29	18	47	25	20 00	18	Harriet E. Stillman.....	20 00	18	147 84
5	24	22	46	31	10 00	16	Abbie A. Gorton.....	25	20	45	38	25 00	17	B. P. Langworthy, 2d.....	25 00	17	128 79
6	10	00	16	16	10 00	16	Sarah E. Chester.....	33	27	60	48	33 00	16	Avery A. Stanton.....	33 00	16	169 49
7	11	16	27	19	8 00	24	M. A. Langworthy.....	18	16	33	20	18 00	16	Nathan J. Newton.....	18 00	16	121 39
8	28	41	69	46	26 00	12	Mary E. Reid.. }	46	44	90	72	38 00	16	Mary E. Reid }	38 00	16	219 99
9	35	37	72	50	10 00	16	Eliza R. Henry }	16	10	26	15	15 00	16	Eliza R. Henry }	15 00	16	118 99
10	18	18	36	19	10 00	16	M. Anna Shove.. }	27	20	47	36	22 50	16	Georgie Pierce.....	22 50	16	147 84
11	20	23	43	31	10 50	16	Ann E. Wells.....	9	4	13	8	21 25	16	Ann E. Wells.....	21 25	16	90 14
12	4	4	8	6	15 67	6	Benjamin T. Lewis.....							Jos. C. Tanner.....			16 84
														Joint Dis. Hopkinton and Richmond.....			18 40
														Report.....			\$1518 56

SOUTH KINGSTOWN.—The School Committee, in accordance with the school law, would respectfully submit the following report :

The Committee held its first meeting in June, and organized by the election of Hon. E. R. Potter, Chairman, and J. G. Perry, Esq., Clerk. At the same meeting Dr. T. A. Hazard was appointed to apportion the public money. Hon. E. R. Potter, Rev. J. H. Wells and John H. Tefft, Esq., were appointed Examining Committee, and J. H. Tefft, Visiting Committee.

It gives your Committee pleasure to report that amid the strife of arms, and the discord of war, the educational interest in the town is steadily increasing, and that parents are becoming more frequent visitors at the school-room.

Nothing perhaps will do more to encourage good teachers and scholars, and to incite them to renewed action, nor to spur up those who may be inclined to be careless and idle, than the frequent calls of parents at the school.

If this interest continues to increase we shall soon have the pleasure of witnessing a higher degree of excellence in our schools than we have ever yet seen.

The attendance we think would never have been better than during the past winter had it not been for the measles. There were some schools where absences seldom occurred during the first part of the winter term, and where it was a rare thing for a scholar to come in late ; in which schools we think the attendance would have been excellent for the entire term, had it not been for this contagious disease, which made its appearance in nearly every district, and which in some districts took out for a time nearly one half of the scholars. There are however some parents who still seem to think that their children may just as well come in any time during the first half of the term as the first day, and leave just as well any time during the last half, as the last day, and that it is of no account if their children do stay out of school one or two days in each week to play, go visiting, or attend auctions. To such parents we would say, do not blame teachers, if your children do not improve, for it is *your fault* and not *theirs*.

The Teacher's Association is still doing much to promote the interest, and to increase the usefulness of our schools. The meetings of the association have been kept up the most part of the year and have been made very interesting by the teachers. The subject of school government and discipline has been before the society several times during this period, and many excellent methods for organizing and governing schools have been given by our best and most experienced teachers, and the best methods of conducting recitations in the various branches taught in our schools have been given and made practical by the formation of classes, with which teachers have shown, how they would teach, Reading, Spelling, Geography, Grammar, Arithmetic, Writing, &c.

All praise is due some of our teachers for the interest, which they have manifested in the meetings and for the many excellent hints given by them.

The school-houses remain as they were when we wrote our report a year ago, none having been built or repaired. The electors of district No. 3, have held a number of meetings during the year, for the purpose of making arrangements for the erection of a new school-house in said district, but as yet they have come to no definite action.

In this connection, we would also refer to the condition of quite a number of our school-houses at the present time, some of which, with the following exceptions, are very good. There has been little or no repairs on them in a long time, if there has been since they were built, and the result is that in some of them large pieces of plastering has been broken off, leaving the laths bare in some places four feet square, making the rooms very cold and requiring much more fuel to warm them.

The extra expense required in warming these rooms for one term would more than pay for the needed repairs. It is also a fact however strange it may seem that some of the school-rooms have not been thoroughly cleaned and white-washed since your Committee have been connected with the schools, and that the floors, seats and walls are very dirty and uninviting. Can it be expected that teachers can successfully teach their pupils habits of neatness in rooms which have been so sadly neglected?

Every one knows who has had any experience in teaching that if the room is neat, clean and in proper order, that the majority of scholars take pride in keeping it so; while on the other hand, if the floor is dirty, and the walls and desks are besmeared with ink, mud and grease, they care but little how much worse they make them look. There are, however, a few districts in town that take pride in keeping their school-houses in proper order, and we hope that many others will follow their good example and have their houses thoroughly cleaned during the spring or summer vacations.

We do not propose at this time to say anything respecting playgrounds, the examination of teachers, nor the course to be adopted by parents and teachers in case of difficulty or opposition, but we would refer all who wish to know our opinion respecting them to the 2nd, 3rd, and 4th pages of our last report.

There have been but two complaints made officially to your Committee during the year; one in district No. 18, which was a misunderstanding between the teacher and one of the trustees, and which your Committee succeeded in settling in a manner which we believe was satisfactory to all parties. The other was in district No. 20, where a boy was expelled from the school by the teacher for improper conduct. The Committee sustained the teacher as they will every teacher in maintaining good order.

Your Committee do not propose to speak in detail of schools and teachers, but, instead, to speak of the condition of the schools in general

terms. We would say, however, that your Committee have complete notes of the appearance and condition of each school at the time it was visited. A very large per cent. of the teachers employed during the year have been industrious and faithful in the performance of their duties in the school room, and have striven to exert a moral influence over their pupils when out of school. Perhaps it will not be amiss for us to add in this place that whenever parents or trustees know of any teachers being addicted to immoral and intemperate habits and whose influence is injurious to those intrusted to their care, we hope they will lose no time in notifying the Committee of the fact if not they may be entirely ignorant of the evil influences which are thus being thrown around the youth of our land till the term has closed and the teacher paid. We think there never have been more schools above a mediocrity, nor fewer below, than during the past year. In these last there seemed to be a lack of tact and energy on the part of the teachers. It cannot be expected that a school with a slow motion teacher will be very prompt, or interesting. If teachers would make their schools interesting, they must be wide awake, and not be content with reading the questions from the text books, and having the class give the answer just as they are there and nothing more. No teacher can nor should expect to succeed well as a teacher who does not study out of school. They should always look over their lessons assigned to their classes, before attempting to hear them. Our best teachers find it necessary for them to do this, and when they come before their classes they know just how to handle the subject of the lesson, while those who seldom if ever look over their lessons are confined to the questions and answers given in the text books, and not unfrequently waste much time in looking for the answers. Teachers who do not find previous preparation necessary, and who have not time nor a disposition to attend meetings of the Association and of the Institute, nor to read a School Journal, had better reform or leave the profession altogether. This class with few exceptions are poor teachers.

Reading.—Not long since, it was the custom and practice of many teachers to assign one entire piece for a reading lesson, and if the class was large to assign two or three, so that there should be at least one paragraph for each member of the class, and they were allowed to blunder through or over this long lesson without being asked a single question respecting the meaning of what they were reading. Such reading must be dull, uninteresting and of but little advantage. There has been a great improvement in this respect by many of our teachers, their classes read but a few lessons during the term, but what they did read they understood and read understandingly.

Says the Rev. John Boyden, under the head of reading, in his able report of the schools of the town of Cumberland :—“We are troubled with the inclination of children to read in books beyond their abilities. Parents desire it, thinking it creditable and teachers consent, to please the parties, and so the children are really put back instead of forward.

But sometimes a reason is given for this step which is more specious than sound. It is urged that the scholar knows his old book by heart and does not take any interest in it. Well, where a book is read straight through as you would read a story this reason is plausible, but let the reading be made a regular *drill* exercise and the book will last much longer. Let a short lesson be assigned; let it be as thoroughly studied as any other lesson, for a scholar has no right to a teachers time, till he has faithfully used his own, then let a portion of the class read (if there is not time for all) and let the others criticise,—not merely as to pauses and words; but *attitudes*, inflections, and everything pertaining to elocution. Sometimes it would be well to have those, who are to criticise, to listen with their books closed and be governed by the ear alone. In this way with a live teacher, a book would not soon be old. There would probably be a saving of time and I am sure a gain in result."

Geography, we think has never been as well taught, take the schools as a whole, as during the past year,—more attention having been given to map drawing, which has added not a little to the interest of the recitations, and to the knowledge obtained by the class.

Mental Arithmetic.—This study has been sadly neglected by scholars and teachers, in fact we find as many if not more teachers deficient in the solution and explanation of examples in mental Arithmetic as in any branch taught in our schools. Since we have been connected with the schools we have *urged* the importance of a thorough knowledge of this branch—and during the winter term it was admirably taught in some of our schools. We are glad to see it taking its proper place in our schools. In written Arithmetic scholars should be required to solve original examples and to do it entirely independent of the book. We not unfrequently find scholars and sometimes teachers who say when asked to perform an example that they cannot do it, but if they had the book they could. Such teachers and scholars have no confidence in their own work when they have solved an example, but depend wholly on the answer given in the book. Much might be said respecting *Spelling, Writing, Grammar, History, &c.*, but we forbear speaking of them separately at this time, but simply add that in these as in every branch taught in our schools thoroughness should be the object to be attained.

Singing has been practiced in quite a number of the schools with good success, and we hope that still more time will be devoted to it, as it does much to break up the monotony of the school-room. The statistics are presented in the following table. In conclusion, we would congratulate our fellow townsmen on the success of their schools during the year, hoping that the interest in the cause of education may steadily increase, till our schools are second to none in the State.

Prepared at the request of the School Committee, and respectfully submitted in their behalf.

J. H. TEFFT, *Visiting Committee.*

STATISTICAL TABLE.
SUMMER TERM.

No. of District.	NAME.	TEACHERS.	No. of Scholars registered.	Average attendance.	No. of visits.	Wages per month.	Time in months.
1	Narragansett.....	Arabella Rodman.....	26	15	85	\$15 00	4
2	Tower Hill.....	H. L. Goodwin.....	42	27	25	16 00	4
3	Kingston.....						
4	Union.....	S. S. Eldred.....	36	28	42	11 00	3
5	Rocky Brook.....	Mary J. Prosser.....	71	58	37	20 00	3
6	Wakefield.....						
7	Lower Point Judith..	Harriet K. Hull.....	31	24	36	14 00	4
8	Upper Point Judith..	A. E. Tefft.....	18	13	27	16 00	4
9	Sugar Loaf.....	Mary J. Gardner.....	26	16	15	14 00	3
10	Matoonoe.....	Sarah E. Tefft.....	28	20	44	16 00	3
11	Stony Point.....	Hannah E. Palmer.....	14	8	31	12 00	3
12	Perryville.....	Susan A. Carpenter.....	22	14	30	12 00	3
13	Greenhill.....	Mary E. Fry.....	13	9	24	18 00	4
14	Tuckertown.....	Mattie G. Tucker.....	22	15	41	16 00	4
15	Perkins.....	Sarah M. Anthony.....	12	8	28	12 00	3
16	.....					
17	Usquepaug.....	Sarah M. Baker.....	14	9	18	18 00	5
18	Dugway.....	E. A. Whitford.....	11	11	26	16 00	4
19	Pier.....	Lizzie P. Hadwen.....	80	17	15	18 00	4
20	Peacedale.....	{ T. T. Tucker..... }	124	90	33	27 00	3
		{ Mary L. Aldrich..... }				17 00	
21	Moorsfield.....	Carrie F. Watson.....	81	22	9	22 00	3

WINTER TERM.

1	Narragansett.....	Sarah M. Baker.....	28	22	17	\$23 00	3
2	Tower Hill.....	H. N. Knowles, Jr.....	28	22	19	24 00	4
3	Kingston.....	{ J. H. Tefft..... }	68	52	60	34 00	4
		{ Mary E. Gardner..... }				12 00	
4	Union.....	Sarah S. Eldred.....	36	26	32	15 00	4
5	Rocky Brook.....	{ Mary J. Prosser..... }	75	60	5	25 00	4
		{ Hannah L. Prosser..... }				10 00	
6	Wakefield.....	{ E. C. Tefft..... }	78	52	36	48 00	4
		{ S. J. Chappell..... }					
7	Lower Point Judith..	Harriet K. Hull.....	31	22	27	22 00	3
8	Upper Point Judith..	Warren B. Knowles.....	29	19	14	20 00	4
9	Sugar Loaf.....	J. E. R. Crandall.....	27	15	40	17 00	4
10	Matoonoe.....	Sarah E. Tefft.....	80	20	32	16 00	4
11	Stony Point.....	Hannah E. Palmer.....	12	10	18	16 00	4
12	Perryville.....	Wm. E. Crandall.....	20	14	38	17 00	4
13	Greenhill.....	M. E. Fry.....	23	15	38	17 50	4
14	Tuckertown.....	Mattie G. Tucker.....	16	11	5	18 00	2
15	Perkins.....	John H. Partels.....	13	8	18	20 50	..
16	.....					
17	Usquepaug.....	Geo. B. Inman.....	20	12	68	31 00	3
18	Dugway.....	Carrie G. Pearce.....	12	11	28	18 00	3
19	Pier.....	Henry C. Card.....	32	21	29	20 00	4
20	Peacedale.....	{ T. T. Tucker..... }	123	91	65	80 00	3
		{ Ellen M. Darling..... }				17 00	
21	.....					

NORTH KINGSTOWN.—The School Committee of the town of North Kingstown present to their fellow citizens in Town Meeting assembled, the following annual report :

The whole amount of money available for public schools during the past year was seventeen hundred and ninety-six dollars and forty-nine cents, and was derived from the following sources :

From the State.....	\$1146 46
“ “ Town.....	500 00
“ Registry Taxes.....	150 03

Making the total of.....\$1796 49

This amount was apportioned among the various districts of the town according to law. Your committee employed the Rev. A. B. Flanders to visit the schools at a moderate compensation ; and from his report, and from such information as we have ourselves been able to obtain, we think we may speak favorably of the improvement made. Some schools are spoken of as excellent in their character, and but one is reported as below the average, from the incompetency of the teacher. If further knowledge respecting the condition of the schools, and the wants of various districts is desired, your Committee would respectfully refer to the report of the Visiting Committee.

Your Committee would suggest the importance of the special attention of the Trustees of the several districts, to the wants of their districts in outline maps, blackboards, books of reference, with such other details as belong to the comfortable and necessary furnishing of the school-room.

All of which is respectfully submitted.

J. REYNOLDS, *Clerk of School Committee.*

WESTERLY.—The School Committee respectfully present to the freemen of the town of Westerly the following report :

At the annual Town Meeting held June 6th, 1863, the following persons were chosen School Committee for the ensuing year, viz: Samuel H. Cross, David Smith and James M. Collins.

The Committee, after having been legally qualified, organized by electing David Smith, Chairman, and Samuel H. Cross, Clerk.

A petition was presented to this Committee requesting a part of District No. 7 taken off, and annexed to District No. 13, that better school facilities might be afforded certain parties. After hearing the parties interested, and viewing the premises, the Committee voted unanimously that it was for the best interests of all concerned that the prayer of said petition be, and the same was, granted, which decision was reversed by the Commissioner.

There have been special meetings of the Committee to approve the doings of districts where money has been voted for repairing

school houses, and it affords us pleasure to see the people of the town manifest their interest in the schools by having the houses pleasant, comfortable, and in all respects inviting to the children.

In selecting teachers the Committee have made choice of those only who appeared to be well qualified for their respective situations ; yet in one or two of the districts the efforts of the Committee and teacher to benefit the children have availed but little, as the parents did not co-operate with, but rather used their influence against the teacher, producing, as is ever the result, a disorderly school and a waste of time and money. In the other districts of the town, where the parents and teachers have been united in their efforts, the results of their labors have been highly gratifying.

We hope the parents will soon be convinced that for their children to derive the greatest possible good from the schools it is essential they visit the school often, have their children regular and prompt at school and co-operate heartily with the teacher in his efforts to benefit their children.

Your Committee are gratified in being permitted to say that the year has been one of improvement and increased prosperity in the schools of the town. Although some of them do not come up to that degree of perfection desirable, much has been accomplished worthy of the highest praise, and our schools, at present, will compare more favorably with the best schools in the State than ever before.

In conclusion, we would urge parents, trustees, and other persons, who are interested in our public schools, to be more earnest, persevering and determined in the good and noble work of bringing our schools up to occupy and retain their proper position.

All of which is respectfully submitted by the Committee.

SAMUEL H. CROSS, *Clerk.*

EXETER.—The scholars, in many of the schools, have been hurried over their lessons too rapidly to understand them well. No greater mistake in educating children can be made than this, still it is the common practice with many of our teachers, especially young ones. If they can get a scholar through his book, they seem to think he has accomplished much ; and this opinion is entertained by most of parents in no less degree. During the past winter, scholars in several of the schools were found nearly through the arithmetic, and being referred back to questions and lessons they had been over, they seemed to have no definite ideas of them. Such teaching as this can be of but little benefit ; it is certainly bad discipline of the mind. Whenever a scholar goes through a process of multiplying and dividing, or of adding and subtracting numbers, to obtain answers, and does not clearly see the reason of all this, he receives scarcely any benefit for his labor ; and

his studying in this way not only occasions waste of time, but gets him in the habit of passing over his lessons without reasoning or thinking.

In one of the schools of the town a few winters ago, the Committee asked permission to question a class numbering six or eight, about the lessons they had passed over in Thompson's Arithmetic. The teacher seemed to be quite confident that they were well prepared to handle fractions of any kind.

The following are some of the questions asked, and also the answers given by the class :

Which is the most, one-sixth of a thing, or one-eighth of the same thing? To which most of the class answered; one eighth. Why? Because eight is more than six.

Which is the most, four-fifths of a thing, or twelve-fifteenths of it? Here a part of the class concluded that four-fifths was the most, and the other part, that twelve-fifteenths were the most.

For their difference of opinion they could assign no reason. Questions were then given them in addition, subtraction, multiplication, and division of fractions, and hardly one of the class was able to obtain a correct result. Some of the fractions that were required to be added were multiplied together; and some of the scholars, instead of dividing, either multiplied or added them together,—the addition of some being performed by adding the numerators, without the fractions being reduced to a common denominator.

The class were not permitted to have their books, still they could give most of the rules laid down in their Arithmetic for fractions; but they had not learned the principles which the rules were calculated to convey, and therefore they knew not when and where to apply them. Nor is this the only case we have met with in the different schools. We find as bad mistakes in the manner of teaching in many of the schools.

We very often find scholars in interest, profit and loss, or in extraction of roots of numbers, who do not know how to write decimal fractions correctly, nor how to place the decimal point in multiplying and dividing decimals.

Now for a scholar to understand interest, profit and loss, or any of the rules beyond decimals, he must well understand decimals; but it is very common for scholars to be allowed to pass over them, thinking they are very easy, when in reality they do not learn their true import.

It is a too common practice to apply the decimal point after looking at the answer.

We have also found scholars in Greenleaf's National Arithmetic—scholars who had been through lower works in Arithmetic—who were unable to perform many of the questions in Arithmetics less difficult, and who would have made altogether greater improvement in studying such, than in studying that.

Now, it might be astonishing to the parents of these scholars to know, that they were unable to perform questions like the following :

If cloth is bought for 12 1-2 cents per yard, and sold for 16 2-3 cents per yard, what per cent. profit is made ?

If I sell cloth at 37 1-2 cents per yard and gain 25 per cent., what is the buying price ?

Many such questions as these—questions in fact not near as hard as could be found in the Arithmetic—have been given to many scholars who are considered advanced in the study of Arithmetic, and they were found unable to obtain correct answers. A majority of them would conclude that the correct answer to the first question given, is 4 1-6 per cent., and to get the answer to the second, they would take, 25 of 37 1-2 cents from 37 1-2 cents, for the price given. Now, it is clear to be seen, that these scholars have no correct idea of profit and loss, and that they know not the correct meaning of the term per cent. The question might be asked: "Did the teachers of these schools understand it themselves?"

They did, or appeared to, on examination. But they had either allowed these scholars to go on as they pleased from rule to rule, in a careless manner, without thought or consideration, or else they had not the tact of illustrating and simplifying so as to make the author's meanings clearly understood. It is one thing to understand a study, and another thing to know how to teach it. The great fault with too many of our teachers is, that they endeavor to crowd too much into the minds of children in too short a time: or, in other words, they aim to get the scholar through his book too soon. This method of teaching was the prevailing method in the school-boy days of our forefathers. Old methods of teaching should now be done away with. Then, most of the country teachers had a very limited education. They did, however, profess to know how to teach Reading, Writing, Spelling, and Daboll's Arithmetic; but their methods of imparting instruction were dark and obscure, and their pupils passed from page to page of their text book, obtaining indefinite ideas, and forms and ceremonies without their meaning.

It is well known that every scholar who studied Arithmetic was required to have a blank book, and the solution of every question was to be written down in it; but the reason of all these forms went unexplained,—the scholars being told that "it must be so because the rule says so." This is too much the practice with many of our teachers at the present day. Not being apt to teach, or not understanding the subject as they should, the scholar is told, on asking why the thing is so. No one, who is unable to simplify definitions and rules of authors, so that their real meaning can be understood by a child of common intelligence, is well qualified for a successful instructor.

Another great mistake in teaching, is to require all the rules and definitions to be learned, just as they are laid down in the text books. This is an erroneous plan. It is the direct way to get scholars in the habit of repeating over words without thought; and in fact we have found, in those schools where this is the plan of the teachers, that the

scholars did study in this way. The scholar who is required to do this seldom stops to think of what the author means by these rules and definitions, but binds himself down to the wearisome task of committing all the phraseology of the author, to memory, without any comprehension of his meaning. He repeats rule after rule, when, in reality, he is probably unable to tell the meaning of half the words in these rules.

A scholar, in pursuing a study, should be required to study for the principles and truths that the author conveys ; and if he is not able to understand the language of the author, then let the teacher use means to make him understand it. A class should never leave a lesson till all its principles are well impressed upon their minds ; and then it is necessary that they should have frequent reviews upon this, and all other lessons they have passed over, in order to retain what they have learned. Scholars should have lessons in review just as much as in advance ; but we are sorry to be obliged to report that but very few of our teachers, during the past winter, ever made it a practice of referring their classes back to the lessons they had gone over. If the scholars in many of the schools had gone over half the number of pages, and learned it well, they would have made altogether better improvement than they did. The old adage, "one thing well learned, is worth a thousand things glanced at," should ever be the teachers motto.

Reading is very poorly taught in many of our schools. It is seldom that we find a teacher who teaches this branch of education as it should be taught. It has been the prevailing practice, to have the class commence at the beginning of the reading book, and read along from lesson to lesson, until it is read through ; the teacher seldom reading more than the first paragraphs of each lesson. Reading taught in this way must necessarily be passed over in a careless, thoughtless manner ; and the scholar knows but little more about the lesson when he has finished reading, than he did when he commenced. Now, a paragraph in the reading book, should never be left until the whole class are able to read it understandingly, and so, too, that it can be understood by others who are not looking over.

After a paragraph is read, let the scholar who reads it be questioned in regard to the meaning of the author's sentiments ; let him also be required to define different words in that paragraph, which may be selected by the teacher, or any of the rest of the class ; and the exercise may be carried still farther by having him substitute words, in the place of words in the lesson, which shall convey a similar meaning. The teacher should, now and then, require the same paragraphs to be read over by different scholars. In this way the teacher could hardly fail of creating an interest in the class. There is no study taught in our common schools, which teachers make so poor work of, as that of English Grammar. This probably is owing to the fact, that the majority of our young teachers fail to qualify themselves in this branch of

education as they should, to teach it successfully. But not only young teachers, but many who claim much experience in the business of teaching, are poor grammarians. Teachers of several terms of experience have applied to us for certificates, and on examination in this branch, they were found unable to tell good language from poor. Ten simple sentences, all of which were in violation of the usage of good English, were once given to a teacher who had taught some three or four terms, and out of the ten, he could correct but three, and his reason for the correction of these three, he could not give. Now, it is evident, that one who is not qualified to tell good language from poor, is not fit to teach the English language successfully. It is shocking to know how this study is taught in many of our schools. Scholars commence it, and study it term after term, and then are found to know not much about it.

The majority of the scholars of the different schools of this town who claim to be advanced in this study, many of whom are in the analysis of sentences, are unable in many instances to distinguish a transitive verb from one intransitive, an adverb from an adjective, or the active voice of a verb from the passive voice of it; and let them be required to conjugate a verb, or give its synopsis in the several modes, and they would be completely lost. Now, why should these scholars be so deficient in this study, after devoting so much time to it? Because they have had bad instruction in it. They have been hurried over it, learning the phraseology and not the principles; getting the chaff and leaving the substance. In many instances, owing to erroneous instruction, they have got wrong ideas about many parts of it, and these false ideas have become so impressed upon their minds that it is almost impossible to convince them that they are wrong. A scholar can be flattered and deceived in this study so as to think he well understands it, though he may be ignorant of its first principles.

It is thought by most that this is a dry difficult study, without any foundation; but if a teacher is well qualified to teach it, and takes as much interest in the teaching of it, as in other studies, it can be made just as easy to be understood, and scholars would like it as well as any of the other branches taught in our district schools. In some of the schools, bad arrangement in classing off scholars sometimes exists. Some scholars, too, are found pursuing, besides reading, writing, and spelling, three or four studies, when two would be as many as they could go along with to good advantage.

The above remarks, it is hoped, may be of some benefit to young teachers of this town. There are quite a number of young men in the town who have been engaged in the business of teaching, and they should consider that good qualifications are absolutely necessary for success.

It is very desirable that teachers should be raised up in our own town; but Committees can grant certificates to none whose attainments are not sufficient to fulfil the requirements of the school law.

It seems that teachers, for many of our schools, should be better qualified than the law requires. No one should suppose that, because he has once had a certificate, or had one or two terms of experience, he is ever after entitled to a school. Certificates are sometimes given to teach in one district, whereas to teach in another, the applicant would be considered unfit. The majority of those who undertake this business, commence in it too young, or before they are sufficiently educated for it. A young teacher should keep on educating himself after he begins teaching, unless he is well qualified at the commencement; but such as these are very scarce indeed.

It has ever been our greatest desire to have a good set of teachers throughout the town; but the arrangements, in many of the districts, are such that it is almost impossible for a School Committee to effect it. It has long been the prevailing practice in many of the districts, to pay about the same wages from term to term; and this price, in many instances, is so small that a teacher who is confident he is well qualified to teach, cannot afford to work for it, as he can get better pay elsewhere. Therefore it follows, that the inducements held out in these districts are such as to call in those who have never taught, or else those who are poor workmen at the business. Now, whenever this is the practice, it cannot be expected that the schools will be conducted in as orderly and efficient a manner, as schools are in those districts which have well qualified teachers.

In giving a general report of the schools, we are not prepared to say that as much has been accomplished as in former years. This is owing to the fact that the majority of the teachers were young, and had not much experience. Some of the schools, formerly conducted by experienced teachers, had tutors who knew nothing about the business; and therefore it could not be expected that the improvement would be as great. We have had too many young teachers in comparison with those more mature in the business. It will answer to have young teachers in the smaller schools, but some of our schools certainly need first-class teachers. Trustees should use better judgment in the selection of teachers, and not be governed so much by the price they pay as the qualifications of the persons they employ. Rather than to pay a dollar or two more a month for one whom they know to be a good teacher, some Trustees will hire a stranger, or any one that can get a certificate, and thus, in many instances, about the same as waste the public money.

Better wages for teachers, for the last winter, were paid in most other towns, and consequently the better teachers in most cases could not be procured in our town. A well qualified teacher will generally go where he can get the best pay; while poor teachers are glad to get a chance any where, and are not apt to be very particular about wages. Trustees should consider that as wages in other business increases, so the wages of teachers must be increased.

In reporting the schools separately, we wish to give to each teacher his just due; we are obliged, however, to overlook many mistakes of some of the young teachers, especially in their methods of teaching.

REPORT OF EACH SCHOOL.

District No. 1.—Miss Darcus A. Tanner taught six weeks in summer. The term was so short that the school accomplished but little. The scholars had just time enough to get acquainted with their teacher and her plans, and to begin to feel an interest in their studies. Miss Tanner seems to have many good accomplishments for teaching, but she seems to need a little more energy in government. By a vote of the District, arrangements were made to have a school of six weeks in summer, and one of eight in the fall. R. B. Richmond was the teacher in the fall. If the attendance had been more regular, the school would probably have been well worth the money expended for its support; but on account of labor being scarce, many of the parents were obliged to keep their children from school, and consequently only those whose attendance was regular, received the full benefit of the school. The winter school was kept by Mr. Clark Gardiner. Considering the disinterestedness of the majority of the parents for a school, Mr. Gardiner did remarkably well. His government was good; he succeeded in creating quite a lively interest in study, and therefore a very good improvement was the result.

District No. 2.—There was no summer school in this District. Mr. B. T. Lewis was the teacher for the winter. This school, within a few years, has very much diminished both in number and advancement. Formerly it numbered nearly forty scholars, and was in advance of most of the other schools of the town; now, with the exception of one scholar, it is behind all the others in advancement. We think the teacher felt much interest for his school, and succeeded in giving general satisfaction.

District No. 4.—This school was taught six months in the year, two in the fall by David W. Lillibridge, and four in the winter and spring, by E. P. Phillips, one of the Committee. We therefore leave it to others to judge of the merits of the school.

District No. 5.—This District has a good little house, but the school is running down, numbering only six or eight scholars. Ten or fifteen years ago this District stood as fair as any other in the town for a good school. The young men then in that school have left, some in the city and villages, and some among the patriotic citizens of our country have fallen on the field of battle in defence of their country. There seems to be but few young men growing up, and the old ones are left alone, it is hard for any teacher to get up a lively interest in such a school. Such a school is the hardest to teach in the world, and needs a teacher that has the patience of a Job to interest them,

The school was taught by William C. Lillibridge, of the town, who probably done as well as most teachers under the same circumstances.

District No. 6.—This school was taught in the winter by Edwin H. Phillips of this town. He was young in the business and the school small, and he succeeded very well in the business. His opportunities have been good, and as he grows older, if he likes the business, will make a good teacher. He gave general satisfaction.

District No. 7.—The summer term was taught by Jane Hopkins, and gave general satisfaction. The winter term was taught by Mr. Lillibridge, a young man of good qualifications, though young in experience, and probably tried to do the best he could for the school.

District No. 8.—The summer term was taught by Miss Reynolds, and we heard no complaints about the school. The winter term was taught by William H. Greene, a young man of the District. We saw nothing in the school to hinder him from teaching a good school.

District No. 9.—This school was taught by Miss Ann E. Tefft, of South Kingstown. She had taught several terms in this town and in others, and those acquainted with her modes of teaching and disciplining a school need not fear of success. Few teachers are better qualified and can do more good in a school. The summer term was taught by Mercy Sweet and gave general satisfaction.

District No. 10.—The teacher of the summer school was Miss Matilda Dawley. Her government was mild, and her scholars seemed to manifest quite a lively interest in study. The winter school was commenced by a very promising young man. After keeping about nine weeks, he was unexpectedly requested by the Trustee to leave. The reason that the Trustee gave for this sudden movement was, that the parents had become dissatisfied with the government. The teacher did not leave however, at the request. He kept a few days longer, and then appeared at the annual meeting of the Committee, and gave a statement of the affair. As matters were progressing in the District, it was our opinion that it would be better not to continue the school longer. We think, however, that the teacher was not fairly dealt with. The parents should have visited the school, and advised him in regard to government. It was his first time; and probably like the majority of young teachers, he dreaded to administer punishment for fear of giving offence to parents. The Trustee seemed to be more anxious to get rid of him than any of the rest of the District. It has been rumored that, before requesting the teacher to leave, he went among the parents and endeavored to embitter their feelings against the school as much as possible; but whether this is true or not we are unable to say. He wrote to the Committee, stating that the parents were dissatisfied that he had hired the teacher for three

months, or as long as the school money would last ; and that he would leave it with us to say whether the teacher should keep longer, or leave. The teacher is noted to be of truth and integrity ; and when he applied for a certificate, he stated that he had hired for four months. Circumstances go to show that he was hired for four months. The two teachers made out a four months school ; and it has long been the practice to have a four months' school in the winter. The term was finished by Mr. Joseph Tillinghast. Mr. Tillinghast had taught before, and appeared to manage the school quite well. He seemed to have much natural tact for the business.

District No. 11.—The summer school was kept by Mr. Horace James. He succeeded ordinarily well, and gave general satisfaction. The Trustee had much trouble to find a teacher for the winter. He partly bargained with two or three different teachers, provided they could get certificates, but they were considered incompetent for the school. He finally through the influence of Mr. Daniel F. Money, and some others of the District, concluded to employ Mr. Elisha L. Baggs. We need not say he kept an excellent school ; he has excelled in the business too long to fail here. His government could hardly be surpassed. It was not produced by fear, but love. Every scholar seemed to respect and love him. Not so many lessons were passed over as in some other schools ; but every one was well learned before another was taken up, and a review was the practice every day. He well earned his wages. He had \$25 per month and boarded ; and the money was used to a much better advantage than it is in the majority of those Districts where smaller wages are paid. We have been correctly informed that every parent was well satisfied when the school closed, although many grumbled at the commencement, mostly on account of the wages. The Trustee stated that it was the best school they had ever had. Mr. Baggs knows every crook and turn of a school, and is the right man to go into a difficult school, or one badly run down.

District No. 12.—Miss Dawley, the teacher of the summer school in District No. 10, commenced the winter school ; but she kept but few weeks on account of sickness. Miss Hannah W. Locke finished out the term. There were two or three large boys in this school who seemed to need severe discipline to be induced to submission. They appeared to be beyond the influence of moral means, and consequently could not easily be refrained from misconduct by the mild admonitions of a female teacher. Miss Locke seemed to labor earnestly for the advancement of her school, and the most of her pupils made quite good improvement. One of the scholars of this school needs instruction in branches of education not required to be taught in our District schools.

District No. 13.—This school was taught by its former teacher, Miss Rose, and it well maintains its former reputation. Miss Rose

has been the teacher of this school for several terms, and the District have acted wisely in not changing teachers every term.

No repairs have been made on any of the school houses, and we are doubtful that any such a thing will ever take place until public money is withheld. As long as School Committees keep granting public money to these Districts, just so long they keep violating the requisitions of the school law. Six Districts should never have another cent of money until they have better school-houses. Good school-houses are just as indispensable to the education of the children, as good farming utensils are to farmers. It is useless to say any thing in School Reports about this matter.

The condition of these houses have been spoken of in almost every Report for more than ten years, and it has done no good. Let the money be withheld and the people of these Districts would make a move in the way of doing something.

The Reports of the schools in Districts Nos. 4, 5, 6, 7, 8 and 9. were written by E. P. Phillips; the rest of the Report was prepared by R. B. Richmond.

All of which is most respectfully submitted by us.

E. P. PHILLIPS,	} Committee.
T. A. HALL,	
R. B. RICHMOND,	

KENT COUNTY.

WARWICK.—To the freemen of the town of Warwick, the School Committee beg leave to make the following report, for the year ending May 1st, 1864 :

The money received for the support of the public schools of the town for the past year, was derived from the following sources :

From the State, old appropriation.....	\$1779 56
“ “ new appropriation.....	562 50
“ Town appropriation.....	1500 00
“ Registry Taxes.....	718 00

\$4560 06

Add balances in the town treasury due the districts, not expended last year.	261 74
Add balance of contingent account.....	7 80

Total amount of money for the year.....\$4829 60

For the support of the public schools of the town, the following sums have been paid ;

Amount paid to the several districts for school purposes.....	\$4497 83
Amount paid to B. Phelon for visiting schools and examining teachers.....	100 00
Amount paid for blank books and blank orders.....	2 44
Amount paid for printing the School Committee's report.....	20 00
Balance in the treasury due the several districts.....	203 97
Balance now in the treasury due contingent account.....	5 86

\$4829 60

STATEMENT OF THE SCHOOL DISTRICT RETURNS

FOR THE YEAR ENDING MAY 1, 1864.

NAMES OF DISTRICTS.	Number of Dis- trict.	Number of Boys.	Number of Girls.	Total number registered.	Average attend- ance.	Time kept in months.	Amount Ex. Summer Term.	Amount Ex. Winter Term.	Total amount Expended	Balance due Districts.	Overdraw
Pawtuxet.....	1	35	31	66	47	64	\$155 76	\$124 25	\$280 01	\$5 35	.....
Spring Green.....	2	23	21	44	33	8	80 00	164 00	244 00	.....	\$12 24
Plains.....	3	26	21	47	24	7 8-20	50 44	155 73	206 17	.....	.....
Old Warwick.....	4	40	31	71	53	10	125 00	125 00	250 00	2 52	.....
Apponaug.....	5	26	41	67	52	84	168 30	72 00	236 30	45 86	.....
Natic.....	6	169	160	329	191	10	231 92	247 60	479 52	12 99	.....
Phenix.....	7	107	88	195	138	10	224 00	216 03	440 03	.....	.....
Centreville.....	8	80	82	162	117	74	137 50	223 23	360 73	.....	.....
Southern.....	9	28	25	53	27	9	76 00	135 00	211 00	66 14	.....
Coweset.....	10	22	7	29	21	84	75 25	123 86	199 10	47 69	.....
Potowomut.....	11	9	22	31	23	104	153 54	81 66	240 20	29 93	.....
Crompton.....	12	108	98	204	126	6	168 00	237 67	425 67	.....	.....
Pontiac.....	13	32	23	55	40	10	208 50	60 00	268 50	4 94	.....
River Point.....	14	169	159	328	205	104	232 00	249 10	481 10	.....	.....
Central.....	15	20	13	33	23	9	98 50	105 00	193 50	69	.....
Contingent account.....		892	828	1720	1125	130 18-20	\$2157 71	\$2340 12	\$4497 83	\$216 21	\$12 24
							.....	.....	123 44	5 86	.....
									\$4620 27	221 57	\$12 24

Statement showing the Names and Residences of Teachers, the length of School Term, and the Monthly Wages paid, for the year ending May 1st, 1864.

No. of District.	TEACHERS' NAMES.	RESIDENCE.	SUMMER TERM.		WINTER TERM.	
			Mos.	Wages.	Mos.	Wages.
1	John P. Gregory.....	Smithfield, R. I.....	8	\$37 00	3½	\$37 00
2	Samuel W. Hale.....	Lonsdale, R. I.....	4	20 00	4	36 00
3	Carrie E. Work.....	Providence, R. I.....	2½	18 00	13	30 00
	Mr. D. B. Hazen.....	Sprague, Conn.....			4½	37 00
4	M. B. W. Matteson.....	Old Warwick, R. I.....	5	37 00	5	37 00
5	Lizzie P. Cunliffe.....	Cranston, R. I.....	5½	24 00		
	Miss C. E. Work.....	Providence, R. I.....			3	24 00
6	George W. Spalding.....	Natic, R. I.....	4	86 00	6	36 00
	Mrs. S. M. Spalding.....	Natic, R. I.....	4	18 00	6	18 00
7	John R. Kent.....	Warwick, R. I.....	7	86 00	8	88 00
	Mary L. Sprague.....	Plainfield, Conn.....	7	20 00	3	20 00
8	Chas. P. Berry.....	Centreville, R. I.....	2½	86 00	4½	36 00
	Mary C. Shaw.....	Centreville, R. I.....	2½	14 00		
	Mrs. A. M. Lapham.....	Centreville, R. I.....			4½	14 00
9	Addie K. Burlingame.....	East Greenwich, R. I.....	4	19 00		
	Sarah J. Spencer.....	Warwick, R. I.....			5	22 00
10	Sarah A. Johnson.....	East Greenwich, R. I.....	4½	16 00		
	P. R. Lillibridge.....	Exeter, R. I.....			4	28 00
11	Lydia L. Spencer.....	Warwick, R. I.....	4	20 00		
	Lucy A. Bowen.....	Warwick, R. I.....	3	20 00	3½	23 00
12	Win. D. Martin.....	Providence, R. I.....	3	86 00	3	40 00
	Annie E. Burlingame.....	East Greenwich, R. I.....	3	20 00	3	20 00
	Josephine Wells.....	Crompton, R. I.....			3	10 00
13	Emma J. Sherman.....	Foxboro' Mass.....	4	24 00		
	Mary E. Money.....	Carolina Mills, R. I.....	3½	24 00	2½	24 00
14	Dwight R. Adams.....	Centreville, R. I.....	4	40 00	6½	40 00
	Susan B. Westcott.....	River Point, R. I.....	4	18 00	6½	18 00
15	Hannah H. Gorton.....	Plainfield, R. I.....	4	20 00		
	Mary E. Adams.....	River Point, R. I.....			5	21 00

An examination of the preceding tables will show the following facts: The whole cost of schooling an average of 1125 scholars of the 1720 registered, 8 7-10 months, has been \$4620 27; the cost per scholar being \$4 10. These figures, compared with those of last year, show a difference of 165 in the registered, and 137 in the average attendance; the difference being easily accounted for, in the fact that manufactories have been kept in operation more generally, and consequently many children have been called from the school-room to the mills.

Although our schools have been quite successful during the year, there is yet chance for improvement.

We can never hope for *great* success until teachers are better paid. There is too great a disposition on the part of trustees to hire cheap teachers, or to pay the *wages* of cheap teachers, and there are so many aspirants for teachers' honors, that those who are *really good* teachers are underbid and obliged to work for low salaries. It is true that the

teacher works but six hours a day and but five days in a week, but it is no less true that he is only paid for from six to nine months in the year; and as our *male* teachers get only an average of \$28 80 per month, this would give, for a year's salary, \$249 60. With these facts before us, we cannot wonder that teachers, despairing of getting a fair return for their labors, leave the ranks of the profession to engage in some more lucrative business. Even those who are best paid make but little more than a living; hence the difficulty in getting good, experienced teachers.

We know that the reply to this will be, we give all that we can afford, with the present amount of public money. But the town appropriation need not be limited to fifteen hundred dollars; districts, corporations, and individuals may give, if they will, of their abundance, funds for the support of our common schools.

We sincerely hope that the proposed change from a registry to a poll tax may be made; and we would most earnestly recommend the voters of this town to give it a hearty support. The present system is one of great inconvenience. Trustees never know, in the spring, how much money they are to have, and consequently are obliged to hire teachers for an indefinite number of months; and as the amount varies with political interests, from three hundred to one thousand dollars, the real amount is a question of some interest.

Then, we would say again, *give us the benefit of the poll tax system*, and let a liberal spirit prevail when the yearly appropriation is made, and let corporations and individuals imitate the example of those who in some districts have contributed so liberally to the support of the public school.

Next to a lack of funds, the want of parental co-operation in the daily working of the school machinery is the greatest obstacle to success. Parents are by far too prone to find fault with the teachers in the presence of their children, and to condemn them *as* teachers, without ever having visited the school-room. If parents value the welfare of the school, if they would not spoil the children for all school restraint, let them be careful how they speak of their teachers in *their* presence.

Visit the school-room often; give your teachers the benefit of your warmest sympathies and your most cordial support; and in this way show both teachers and scholars that you take as much interest in the moral and intellectual well-being of your children, as in your farming, your mercantile, manufacturing or banking interests. Let the school-houses be kept in good repair, and all the improvements made that the district can possibly afford. With good school-houses, and a liberal supply of money, we might hope for competent teachers and successful schools.

Hoping that these suggestions may be favorably received, this, with the accompanying report of the Superintendent, is respectfully submitted.

C. F. ANDREWS, *Clerk.*

REPORT OF THE SUPERINTENDENT.

To the School Committee,—Gentlemen :—Your Superintendent submits the following report :

District No. 1.—(Pawtuxet.)—There was no summer school in this district. Two terms of winter school, taught by one teacher, were sustained. The usual studies, as prescribed by you, were taught.

Mr. Gregory maintained a firm but kind government over his pupils. He showed a good degree of thoroughness in his instructions. The progress would have been much better, but for irregularity of attendance.

District No. 2.—(Spring Green.)—The advantage of keeping one teacher shows itself in this district. Mr. Hale taught both the summer and winter terms.

The general progress of the school was good. The attendance was quite good, though a widely scattered district. The order was also good.

Singing was introduced. No whispering for the most part of the term. The United States History, by Rerard, was a part of the studies.

The trustee has visited the school very often.

District No. 3.—(Plains.)—There was a short term of ten weeks in summer. Miss Work succeeded well in instruction, government and song. An exercise was practiced which reminded us of the Kindergarten mode of instruction. More of this in our primary schools is desirable.

The winter term was taught by Mr. Hazin. Several classes made good advancement. In singing and writing good progress was made.

The school did not adopt the new geographies, so there were no classes in this branch of study. This, we think, was wrong. The geographies which they will have to use must now be bought at the highest retail price.

The school retains its wonted character for irregularity of attendance.

District No. 4.—(Old Warwick.)—Forty weeks, as for years past, school was kept. The summer term has generally the smaller scholars. The winter term brings in the farm boys.

Irregularity of attendance, to a certain extent, is complained of for the first time in this school. Its bad influence was very perceptible.

Progress and order kept, however, a very fair union. Singing was improved. The little paper, "The School-House Sprays," still lives.

Mr. Matteson has taught this school several years. He can succeed as well for as many years to come, if the foolish gossip were only silenced.

District No. 5.—(Apponaug.)—Somewhat late this school commenced. The attendance was good. It was well governed. The progress of the scholars was fair. Miss Cunliffe is successful in governing firmly. A small mixture of kindness would not injure it.

Miss Work succeeded her. She was fully competent for her task. Her government was not sustained by outside influences, and was not as good as it otherwise would have been.

No lack of talent seems to prevail in this school; but a spirit of insubordination is prominent.

District No. 6.—(Natic.)—The troubles with which this district was disturbed for years has measurably abated. The teacher says that the past year has been the most pleasant that he has enjoyed in the school.

There were two divisions of the school. Mr. and Mrs. Spalding taught in the departments. Good order and good progress were made.

Mr. Spalding is untiring in his labors for the youth of the district. Few are like him in this respect. He has entered upon another year's service.

District No. 7.—(Phenix.)—Three terms have been sustained during the past year, or forty weeks. There were only two departments.

The teachers have been as successful as in former years in governing and advancing the interests of the school.

Nearly all the older scholars have gone to work; of course, the scholars that attend are smaller than formerly.

District No. 8.—(Centreville.)—Two terms of public school were kept, and a private school in summer, which appeared well.

A large number of scholars came to school from another district, which was unfortunate for the scholars of this district, injuring the order of the school, and taking the time which ought to have been given to the district scholars. It likewise increased the labors of the teachers. Excepting these drawbacks, Mr. Berry and assistant showed themselves competent for their legitimate duties. Miss Shaw was sick most of the term, and Mrs. Anna Lapham, a former teacher of the primary department, took her place.

Singing, Analysis, and Algebra, we noticed.

District No. 9.—(Southern.)—In summer the school was very small. It ended somewhat unexpectedly. No notice of its close was sent us. The winter term was large. Good improvement was made; good order maintained. Miss Sarah J. Spencer succeeded well.

District No. 10.—(Coweset.)—The summer term passed pleasantly away. The attendance was only twenty. Miss S. A. Johnson kept good order, and the progress was as good as might be expected.

The winter school was larger than the summer. The farmer boys were present. Good improvement was made in spelling, reading and penmanship. Mr. Lillibridge was an industrious, prudent, kind and firm teacher.

District No. 11.—(Potowomut.)—It enjoys a good reputation among our schools. It has, in general, had good teachers, both male and female. It has made good improvement the past year.

Miss Spencer taught the first term; Miss Bowen, the second and third terms. The order was good.

A grandson of Capt. J. Spencer attended this school for years. He enlisted in the Rhode Island Cavalry, and before going away, died of diphtheria. He was a young man of very good promise.

We notice India rubber mats at the doors.

District No. 12.—(Crompton.)—Two terms of public school exhausted the school money. The primary department was very large. Miss Wells assisted Miss Burlingame. Fair improvement was made.

The Grammar department was taught by Mr. Martin, a very good and thorough teacher, who maintained good order. There were several good writers. Among the studies were observed the National Arithmetic and Algebra.

Report says that an attempt was made, but failed, to have a school in winter.

District No. 13.—(Pontiac.)—Miss Sherman taught the summer school. She was a good teacher,—a strict disciplinarian. Under her instruction the school prospered.

Two more terms were taught by Miss Money. The schools were small, and though a young teacher, her success was good. The school appeared pleasant.

The smallness of the school was produced by the factory being stopped.

District No. 14.—(River Point.)—Forty-two weeks of school was supported the past year. The Primary was crowded, as usual, to discomfort. Indeed, it is surprising how Miss Westcott succeeds so well as she does. A new school-house is very much needed.

In the Grammar department Mr. Adams succeeded as usual. A class in English History made a good appearance. The general prosperity of the school was good. Singing was observed this year.

We understand that the corporation has been as generous as in former years.

District No. 15.—(Central.)—The summer term was taught by Miss Gorton. She left at the close of the summer school, in a state of poor health. She had taught some time in this district. Her last term was equal to her former ones. The History of France and Berard's

United States History formed a part of the studies. There was singing in the school.

Miss Adams taught the winter term. The school was quite pleasant and the order fair. The singing, taught by the teacher, was very good.

In review, we find irregularity of attendance to be a serious drawback to the prosperity of our schools.

Unnecessary changes of teachers have wrought no good for our schools.

The change of spellers and geographies was, in general, well timed and well received.

The Institutes have been very profitable. The one at Centreville was very successful. Their influence upon the teachers' minds is just what was needed.

Gentlemen, I have to state, that visiting your schools has been pleasant to me. The pleasant smiles of the scholars, the welcome by the teachers, leave an impression very agreeable to my mind. Most of the scholars that were in school when I first began to visit them have gone to business. But a large amount of intellect is developing, which, with good teachers, may become of great value.

Our teachers have for the larger part, been faithful, diligent and successful. They have always shown themselves ready to receive counsel, or even correction; and your requests they have fully carried out. May they prosper in their important charges.

Gentlemen of the Committee, we have tried to carry out your wishes with reference to the instruction and government of the schools. The long walks have worn us down. The compensation was not adequate to pay horse hire. We request you to supply our place.

Of your number several have passed away. The printer, in our last report, told us not of the death of Mr. Adams, a judicious man. Nor were you informed of the decease of our much esteemed James B. Spencer. To this list of the departed, we must add Edward E. Eldridge, the successor of Mr. Spencer, at Crompton.

We thank you for your kindness during so many years. We remember no unpleasant word from you, and we hope that we gave you none. May God bless you all.

Respectfully yours,

B. PHELON, *Superintendent.*

SCHOOL BOOKS.

Speller—Sargent's.
Readers—Sargent's Series.
Arithmetic—Greenleaf's Series.
Geography—Warren's.
Grammar—Greene's.

History, U. S.—Goodrich, Berard.
Physiology—Cutter's.
Natural Philosophy.
Algebra.
Dictionary—Webster's.
Bible or Testament.

EAST GREENWICH.—The School Committee of this town respectfully present the following report for the last year, ending May 1st, 1864:

The amount of money appropriated for public schools, from all sources for the last year, has been as follows:

From State, old appropriation.....	\$510 29
“ “ new “	187 50
“ Town “	400 00
“ Registry Tax.....	144 09
“ Income of Maxwell Fund	112 56
In all.....	\$1254 20

Divided among the several Districts according to the State law and the vote of the town—

District No. 1 receives	\$697 53
“ “ 2 “	143 75
“ “ 3 “	197 76
“ “ 4 “	158 74
“ “ 5 “	149 55

The winter schools in all the Districts have been kept the usual term of four months. In District No. 1 the term has been extended to six months, and the whole amount appropriated to this district expended. In Districts Nos. 2, 3, 4 and 5 there is a sufficient sum remaining to keep the usual summer schools for three or four months. Making the public schools entirely free in District No. 1 six months, and in the other districts seven or eight months, a liberal provision, which it is much to be feared is not so fully appreciated by those who enjoy its benefits as it should be. The old saying—“That which costs nothing, is worth nothing”—seems to apply, in the opinion of many, to the privileges of education, which are bestowed upon them so entirely gratuitously by the State and town; so generous in amount as to make any local tax or rate bill for the board of the teacher, or the incidental expenses of the school-room unnecessary.

It may be proper to suggest that an order from the town requiring that the money appropriated by the town should be exclusively for teachers' wages—the same as the State money, leaving the incidental expenses, such as warming the room and such furnishing and slight repairs as are every year necessary, to be met by a rate bill upon the scholars, or by a district tax; upon the supposition that a small demand upon the parents or guardians of the children, or upon the property of the district, would give an increased interest in the school, and thereby much improve its character.

The Committee have held their regular meetings and attended to the usual business, but nothing of special importance has come before them worthy of mention in this report.

All of which is respectfully submitted. .

JAMES H. ELDREDGE, *Clerk.*

WEST GREENWICH.—In offering this Report, your Committee take pleasure in saying the cause of education in the town wears an encouraging aspect. Most of our schools during the past year have been conducted in a manner worthy of commendation; and, “as a course of natural consequence,” the pupils have made excellent progress. Nothing is more true than the highest interest of a State are its educational interests. There is no subject to which your attention is called of greater importance, than the education of your children; and with these declarations we would suggest that it is the duty of every citizen to promote and sustain the cause of education. Notwithstanding we speak favorably of our schools, we believe there is a chance for great improvements in our system of education. School officers, Trustees, &c., have the control of school affairs and are responsible for their respective districts; but we believe that parents and guardians have a great influence either in favor or against the prosperity of their schools; and if they would faithfully perform their part we should see our schools rise to a much higher standard than that which they now occupy. We earnestly urge upon parents the duty of visiting their respective schools frequently; thus showing the children that they are interested in their education. We are satisfied that to secure the greatest possible amount of good in our schools, it is highly necessary that there should be a perfect co-operation between parents and teachers; add to this end we beg leave to ask you to become acquainted with your teachers by visiting your schools often. In order that a scholar should make good progress, he must have implicit confidence in his instructor; and where this confidence does not exist, certainly there is some failure either on the part of teachers or parents. We believe if children are well disciplined at home, the teacher will not generally find much difficulty with them at school. A teacher, who is capable of instructing the youth finds no difficulty in deciding the manner in which they are disciplined at home. Our educational system is designed to teach useful knowledge, propriety of manners, and purity of morals; and every good citizen will be solitious to have it fulfil that design. The young should be educated to a quick preception, a hearty approval of what is morally good, and to abhor that which is evil.

Causes of Absence.—This is a question of the utmost importance; and one that cannot be answered by a single word. To account for this we must look to a combination of causes; none of them such as law can remove or even alleviate. The indifference and carelessness of parents and guardians are the *paramount* causes of absenteeism. This difficulty cannot be entirely eradicated, but it should be greatly modified. We look with regret in a few registers, (we are glad there are but a few,) whose average attendance is scarcely fifty per cent. of the number registered, and many others whose average is much less than it ought to be. Now we would just ask the questions. Are you doing justice to your children? and are they receiving that

amount of instruction which belongs to them? We will notice some of the losses which are incurred by irregularity of attendance in our schools. When a scholar absents himself from school, he not only sustains a loss himself, but the whole class suffers in consequence thereof; he must either pass over the lessons he has lost, or else, the other members of his class must wait until he catches up with them. In the former case, he is not at all prepared for review lessons, which should be given weekly to every class; nor is he prepared for examination by the Superintendent of Public Schools or by the Committee. The teachers, of course, can do but little to prevent this unnecessary evil; but still he who has a smile for his pupils when he meets them invariably has better success, than he who meets or passes them with a frown. The teacher should use every possible means to make the school room delightful and attractive; while the Trustees and parents should not be forgetful of the comfort of their children. We would that every school-room might be furnished in such a manner, that would at once arouse the pride of both teacher and pupil, to neatness and order.

School Houses.—As respects school-houses in the several districts of the town, most of them are in good condition and are quite commodious; while a few are not worthy to be called school-houses. The buildings last referred to are in districts Nos. 4, 7 and 8. We earnestly recommend the people in these districts to erect school-houses in their respective districts, that shall be an honor to themselves and town.

The following is a brief sketch of each of the schools:

District No. 1.—Hopkins Hill.—Mr. Jesse P. Clark, a gentleman of experience in teaching, taught this school four months. That neatness and order, which are admirable in a school-room, we are sorry to say were not visible in this school.

District No. 2.—New Harmony.—The school in this district was conducted four months by Mr. Caleb H. Sherman, a gentleman of experience in that profession. We think he labored hard and tried to have his pupils excel, and in many points succeeded; but he had some notions of teaching that were peculiarly his own.

District No. 3.—Noose Neck.—The school in this district was continued seven months during the year. The summer term of three months was taught by Miss Mary F. Lewis. The winter term of four months was conducted by J. T. Gorton, a member of the School Committee; believing that his services are appreciated by those for whom he labored, and in deference to his feelings of self-praise, we forbear speaking of his merits as a teacher.

District No. 4.—(Allen Greene.)—This school was taught by Miss Abbie A. Gorton, a young lady of high accomplishments as a teacher.

in whom the ability to govern, and the power of imparting knowledge to young minds, in a manner adapted to their understanding, are rarely combined; these qualities with a vigilant eye and watchful care over those under her charge, give her a place among the best of teachers.

District No. 5.—(Parker.)—Miss Eugenia A. C. Tyler taught this school six months. This was a very small school, consequently, there was but little animation and anxiety to excel, which faults are common in small schools. We think that experience and a larger school will call forth traits of a more successful and accomplished teacher.

District No. 6.—(Escoheag.)—This school has been taught seven months during the year. The summer term of three months was taught by Miss Susan C. Tillinghast, and the winter term by Mr. Daniel H. Johnson, a young man of considerable experience in that profession. Mr. Johnson devoted his time and talent to his business, and, as a natural consequence, did and must always succeed.

District No. 7.—(Hazard's.)—This school was taught four months by Mr. Andrew B. Moore, under very unfavorable circumstances at the commencement; but by untiring energies and strict attention to his business, succeeded in giving very good satisfaction, and success crowned his closing efforts.

District No. 8.—(Red School-house.)—Miss Sarah B. Matteson, a young lady of fine literary attainments and ability to govern, which she applies to teaching in a manner that has given her a high rank among teachers, taught this school four months, giving excellent satisfaction to the employers.

District No. 9.—(Sharp Street.)—This school was taught by Miss Melinda Gallup, a lady of large experience in teaching, and eminently well qualified in the qualities, which constitute a good teacher; consequently success attended her efforts.

District No. 10.—(Fry's.)—Miss Maria H. Stone taught this school during the summer term, and Mr. Asa R. Jaques the winter term of four months. Mr. Jaques is a gentleman of great experience in teaching, and is qualified, as far as education goes, toward making the teacher; but his success in teaching is not so good as it might be.

District No. 11.—Matteson Corner.—Mr. Wm. N. Sweet, a member of the School Committee, taught this school four months. His success in teaching is too well known to need comment from us.

District No. 12.—(Button.)—Mr. Orville B. Marsh has taught this school five terms, which proves conclusively that those best acquainted with him, appreciate his services as a teacher.

FINANCIAL REPORT.

Amount unexpended May 1st, 1868.....	\$119 11
Received from General Treasurer.....	7 07 53
" " Town Tax.....	162 35
" " Registry Tax.....	119 03

\$1,107 99

Amount paid to District No. 1*.....	\$92 00
" " " No. 2.....	8 00
" " " No. 3.....	81 07
" " " No. 4.....	72 00
" " " No. 5.....	78 00
" " " No. 6.....	93 00
" " " No. 7.....	68 00
" " " No. 8.....	86 00
" " " No. 9.....	68 00
" " " No. 10.....	90 00
" " " No. 11.....	101 47
" " " No. 12.....	80 00

Whole amount.....	\$989 54
Printing Report.....	16 00
Unexpended in the Treasury May 1st, 1864.....	102 43

—\$1,107 97

*District No. 1 overpaid \$5 81-100ths through mistake, which belongs to the other Districts.

SUMMARY OF SCHOOL RETURNS.

Number of District.	SUMMER TERM.					WINTER TERM.						
	Boys.	Girls.	Whole Number.	Average.	TEACHERS' NAMES.	Salary per Month.	Boys.	Girls.	Whole Number.	Average.	TEACHERS' NAMES.	Salary per Month.
1	..	..	..	..	.....	.....	9	10	19	11	Jesse P. Clark.....	\$23 00
2	..	..	..	..	.....	.....	21	16	37	22	Caleb H. Sherman...	20 00
3	15	20	35	17	Mary F. Lewis.....	\$14 00	22	12	34	24	J. T. Gorton.....	20 00
4	..	..	..	..	.....	.....	9	11	20	13	Abbie A. Gorton....	18 00
5	..	..	..	..	.....	.....	6	7	13	6	Eugenia A. C. Tyler..	13 00
6	7	23	30	16	Susan C. Tillinghast.	7 00	18	11	29	19	Daniel H. Johnson ..	18 00
7	..	..	..	..	.....	.....	16	10	26	17	Andrew B. Moore...	17 00
8	..	..	..	..	.....	.....	15	10	25	16	Sarah B. Matteson...	21 50
9	..	..	..	..	.....	.....	12	22	34	24	Melinda Gallup.....	17 00
10	5	10	15	7	Hannah M. Stone....	8 00	12	9	21	9	Asa B. Jaques.....	16 50
11	..	..	..	..	.....	.....	14	16	30	19	Wm. N. Sweet.....	21 50
12	..	..	..	..	.....	.....	16	10	23	17	Orville B. Marsh....	20 00

In conclusion we have a word to say to those who seek the privilege of instructing our children. If you would just subject yourselves to a rigid self-examination, and try not to mistake your calling, for the mere pittance of a few months salary, and become what you should be to the youth, you seek to control a pattern of piety, patience, forbearance, and good morals; possessing the ability to govern without harshness, and of imparting knowledge to youth in a manner

adapted to their understanding ; having in yourselves a taste for order and neatness in the school-room, and a desire for excellency, you cannot fail to become an honor to your profession, and to the rising generation, whom you are to form habits for, and to receive the reward of the faithful servant.

Respectfully submitted.

J. P. HAZARD,	} Committee.
WM. N. SWEET,	
J. T. GORTON,	

BRISTOL COUNTY.

WARREN.—The School Committee of the town of Warren beg leave to present the following annual report.

Some of the gentlemen elected by the town having declined to serve, after filling vacancies thus occasioned, the Committee, as finally organized, consisted of the following members :

W. B. Lawton, Chairman ; A. F. Spalding, Secretary ; Sidney Dean ; Preston Day ; J. O. Waterman, E. B. Simmons, Hezekiah Butterworth ; William Mason.

The Committee have had frequent meetings, to consult upon the educational interests entrusted to them. They congratulate the town upon an advance in the instruction and discipline of our schools during the year which now closes. They believe that in no previous year have there been more general fidelity and efficiency on the part of the teachers, better facilities placed before the youth of the town, or a fuller appreciation of these advantages by both parents and pupils.

The annual condition of the schools will appear from the following brief views of each.

North District.—The summer term was taught by Miss Elizabeth Smith, and the winter school by Mr. I. J. Lansing. These were both first attempts at teaching, but they were marked by earnest, faithful, and persevering discharge of duties. Some repairs are needed upon and around the school-house.

East District.—The summer school was taught, on Warren Neck, by Miss H. M. Barney, the teacher of the previous summer, and, as in the year before, it was an excellent school. The winter term was taught by Mr. W. E. Thompson, and though his first school, was eminently successful.

West District.—(*Primary Department.*)—Miss Buffington having resigned her post as principal at the close of the fall term, Miss L. L. Gushee was chosen to fill the vacancy, and with Miss Luther as as-

sistant, the school has witnessed, under their faithful instructions, as good a degree of success as the home influences there represented may warrant. The attendance on the school is very irregular.

Intermediate Department.—This school has continued under the care of Miss Read as principal, with Misses Bowen and Salisbury as assistants. The discipline of the school is admirable, and the usual progress in studies has been made. The recitation rooms are too small for the large classes necessarily taught there. It seemed due to the principal of this department, being responsible for the discipline and instruction of the largest school in town, that she should receive an additional remuneration for her services, and the Committee have accordingly increased her salary by fifty dollars per annum.

High School.—Upon the final and much regretted resignation of Miss M. E. Salisbury, at the close of the summer term, it was deemed advisable to continue the school during the fall and winter terms, with but one assistant, Miss E. F. Salisbury. At the close of the winter term Miss Annie Eddy was chosen an additional assistant. The principal having, a few years since, voluntarily and patriotically relinquished a part of his salary, for a single year only, and the salary having been continued, year after year, at this reduced sum, it seemed but an act of simple justice, from the circumstances of the relinquishment, as well as on account of the long term of instruction of Mr. Cady, and the great desirableness of continuing to the town his valuable services, that his salary should be again raised to its former amount; and the Committee have made this advance.

The High School building was endangered by the burning of Seminary edifice, last spring, and being uninsured, the Town Council, by request of the Committee, have effected an insurance on the same. Repairs, needed for the preservation of the building, have also been made. These repairs, at present enhanced prices, and the large advance in fuel, made the expenditures considerably larger than those of last year, while the receipts for 1863-64 were not quite so large as for the year 1861-62. By the accompanying table, it will be seen, that the appropriation and receipts for the year, have not met, by a balance of \$47.28, the necessary expenditures, and a larger appropriation will be demanded for the ensuing year.

In closing this report, the Committee call attention to a single topic. They have been mindful that the influences of the school-room depend very largely upon the teacher. The highest trust placed in their hands is to secure faithful, patient and impartial instructors, who shall rightly teach and wisely govern, and then to sustain them in whatever is for the best good of the scholar and the school. But there are potent home influences, beyond the control of Committee or teacher. It is here that irregular attendance and absenteeism, those greatest injuries to our schools, have their origin. While it is pleasant to know that our average of absences is smaller than last year, there is

still much room for improvement. The appropriation of the town is thrown way upon those who are frequently and unnecessary absent. Let these tendencies be checked, and our schools will do far more good.

But there is a point—the thought is not a new one—between the precincts of the school-house and the home, where the authority of the one begins and of the other ends. It may not be easy, always, to fix that precise point, for the good school and the good home imperceptibly blend with each other and have no divided interests. We may have excellent order in our schools, and teachers of great experience and superior attainments. The appropriation of the town for their maintenance may be generous. But until there shall be this single aim, both of the home and of the school, to develop and train the intellectual and moral powers of the youth, our schools will not subserve their highest good. The New England School, in real power, stands next to the home and the church. Let there be this more intimate union of homes and schools, and there shall be a far larger number, in times of national emergency like these, who shall be great soldiers and statesmen,—and many more, farmers and scholars, merchants and manufacturers, who will take care of our land in its peaceful glorious future, who will see that in their hands the Republic receive no detriment, and transmit to others even more worthy to receive it, the precious inheritance.

The Committee believe that \$2,400 are needed to carry on the schools for the ensuing year. They accordingly ask for this appropriation.

All of which is respectfully submitted,

W. B. LAWTON, *Chairman.*

A. F. SPALDING, *Secretary.*

TABULAR STATEMENT,

*Showing the Names of Teachers, the Length of School Term in Weeks, and the Attendance of Scholars for the Year.
Also, the Number of Weeks each Teacher has Taught in this Town.*

SCHOOLS.	SPRING TERM.				SUMMER TERM.				FALL TERM.				WINTER TERM.				TEACHERS' NAMES.	Number of weeks taught in town.			
	Boys.	Girls.	Total.	Average.	Length.	Boys.	Girls.	Total.	Average.	Length.	Boys.	Girls.	Total.	Average.	Length.						
High.....	48	48	91	76	11	29	34	63	53	10	27	37	64	54	10	26	34	60	52	12	{ Mr. I. F. Cady, Principal..... 646
Intermediate	72	90	162	137	11	68	79	147	118	10	69	80	149	128	10	68	84	152	122	12	{ Miss E. F. SALISBURY..... 99
																					{ Miss ANNIE EDDY..... 16
Primary.....	76	40	116	88	11	62	38	100	69	9	76	47	123	65	11	72	40	112	63	12	{ Miss M. B. READ, Principal..... 299
																					{ Miss M. M. BOWEN..... 385
																					{ Miss S. L. SALISBURY..... 268
N. District.....						11	35	46	18	18						80	14	44	22	18	{ Miss L. L. GUSHIE, Principal..... 97
																					{ Miss HARRIET LUTHER..... 51
East District.....						7	4	11	8	18						15	11	23	21	18	{ Miss ELIZABETH SMITH..... 18
																					{ Mr. I. J. LANSING..... 18
Total.....	191	178	369	301		177	190	367	286		172	164	336	242		211	188	394	280		{ Miss H. M. BARNEY..... 34
																					{ Mr. W. E. THOMPSON..... 18

RECEIPTS FOR THE YEAR.

Balance from last year.....	\$96 18
Received from the State.....	674 34
Appropriated by the Town.....	2100 00
Registry Taxes.....	107 00
Received for Tuition.....	118 00
Total.....	<u>\$8095 52</u>

EXPENDITURES FOR THE YEAR.

HIGH SCHOOL.

Teachers' Salary.....	\$1280 68
Books and Stationery.....	87 58
Care of School Room, &c.....	36 75
Repairs.....	54 12
Printing.....	36 84
Fuel.....	59 56
Total.....	<u>\$1504 98</u>

INTERMEDIATE SCHOOL.

Teachers' Salaries.....	\$675 00
Care of School-Room.....	36 75
Repairs, &c.....	51 64
Fuel.....	59 56
Total.....	<u>\$822 95</u>

PRIMARY SCHOOL.

Teachers' Salaries.....	\$75 00
Care of School-Room, &c.....	18 25
Repairs, Cleaning, &c.....	2 70
Fuel.....	21 60
Total.....	<u>\$417 55</u>

NORTH DISTRICT.

Teachers' Salaries.....	\$176 00
Fuel and Incidentals.....	23 40
Total.....	<u>\$199 40</u>

EAST DISTRICT.

Teachers' Salaries.....	\$176 00
Fuel and Incidentals.....	21 92
Total.....	<u>\$197 92</u>

Amount Expended.....	\$8142 80
Excess of Expenditures over Receipts.....	47 28

BRISTOL.—The Committee appointed, last April, to take charge of the schools, have attended to their duties, and have to report on another year, in our schools, of very general prosperity and uniform usefulness. So regular and so peaceful are the operations of these great nurseries of the young, that, like the noiseless progress of a summer day, when most beneficent their history is unmarked by striking incidents; and your Committee are happy to state that, during the year that has just passed, there have been no marked cases of disobedience, or of general insubordination, in any school.

And yet there have been several very important changes among the teachers of these schools. At the close of the last year, Mr. P. W. Taft, who had so long, so faithfully, and so well served the town in the Middle District, resigned his situation and removed to a neighboring State. We congratulate the people of that district that, in the change from a long known and respected teacher to a new instructor they have been so fortunate as they have.

Mr. Gilford Morse, who in last April closed his second year of service in our schools, was not a candidate for re-election in the North District, where he had lately taught. The town has lost in him a valuable teacher whom we would have gladly retained.

Mr. Charles Pollock, Principal of the North Grammar School, sent in his resignation at the end of the summer vacation. For intelligence, for thoroughness in teaching, and for integrity of character, few teachers are his superiors. We wish him all success in his new situation.

Mr. T. W. Bicknell, who had for nearly four years been the Principal of our High School, sent in his resignation on the 15th of February last, and on the following Monday commenced his duties as master of the Arnold Street Grammar School, in Providence. The Committee, by unanimous vote, passed the following resolutions:

Resolved, That the thanks of this Committee be, and hereby are, presented to T. W. Bicknell, A. M., late teacher in our High School, for the very able and efficient manner in which he has discharged his duties. Mr. Bicknell leaves us with the sincere regrets of all, and our best wishes will follow him to his new field of labor.

Resolved, That a copy of these resolutions be forwarded to Mr Bicknell, and be published in the Bristol Phenix.

The attention of the town should be called to the fact that we lost the four teachers spoken of above, because, with the increased cost of all articles of consumption, they found their salaries insufficient for their support, and the Committee were unable to increase them. It is unwise, and even dangerous to the welfare of the schools, to risk so great and sudden changes in the corps of teachers; still, owing to some changes in our school system, lessening the expenses, an appropriation of \$5800, the same as made last year, will probably be sufficient for the ordinary expenses of the next year; and it is recommended by the Committee that that sum be appropriated.

The following list gives the names of the teachers in the schools at the close of the year :

High School—Henry S. Latham, Jr., A. B., Principal.
 “ “ Miss Anna Wardwell, Assistant.
 1st Grammar—Mr. E. Rich, Teacher.
 2d “ Miss Mary A. Bourne, Teacher.
 3d “ Miss Susan M. Greene, Teacher.
 1st Intermediate—Miss Mary R. Morse, Teacher.
 2d “ Miss Susan E. Tilley, Teacher.
 North Primary—Miss Mary A. Wardwell, Principal.
 “ “ Miss Margaret Bradford, Assistant.
 Centre Primary—Miss Abby D. Munroe, Teacher.
 South Primary—Miss Annie W. Bradford, Principal.
 “ “ Miss Augusta V. Baxter, Assistant.
 State Street—Mrs. Mary R. Brown, Teacher.
 Middle District—Mr. Charles H. Fay, Teacher.
 North District—Miss Annie E. Cole, Teacher.
 North-east District—Miss M. L. Easterbrooks, Teacher—(summer.)
 “ “ Mr. A. B. Mason, Teacher—(winter.)

Of these teachers, Mrs. Brown, Miss Morse, Miss Tilley, Miss Easterbrooks, and Mr. Fay, taught this year in the schools of this town for the first time. Miss Morse was engaged at the commencement of the Fall Term, when the schools in the South District were reorganized. Miss Almira G. Adams, during the illness of Miss Bradford, acted as Principal of the South Primary School for the whole of the Summer Term, and the first month of the Fall Term.

The changes recommended, in the last report, in the rooms of the North and South Grammar Schools, were perfected during the long summer vacation ; though with the closest economy in the use of materials, the amount expended in refitting the South room exceeded the sum granted by the town for that purpose. The balance was paid from the school appropriation. The better appearance of these rooms as well as the increased comfort of the pupils in them, well repays the expense.

At the beginning of the Fall Term these schools were graded in the manner that had been proposed, except that instead of two males and two females for teachers, there were employed, on Mr. Pollock's resignation, three female teachers and one male. The salaries of these teachers, at the rate of compensation that they now receive, (which is an advance of \$75 on the former salary of one of the ladies, and of twenty-five on another,) are yet \$275 less than under the former system of two schools, with a principal and assistant in each. Without discussing the relative merits of male and female teachers, it is believed that no one will deny that the schools as now taught, well graded, with one teacher in each room, though with one male teacher in all, instead of two, are at least as orderly, thorough and efficient as they have ever been.

Instead of a North, a South and a Branch Grammar School, we shall now have a 1st, a 2d, and a 3d Grammar School, and a 1st and a 2d Intermediate School.

The school-house in the Middle District, during the winter term was wholly repainted inside and outside, and the seats and desks stained anew. Some steps were taken towards grading the yard, though the work on it is not yet completed.

At the close of the present, the Spring Term, pupils will pass from lower to higher grades, in all the schools of the South District. Those from the Primary Schools will be allowed to pass into the 2d Intermediate, on a recommendation from the teachers of the schools they are leaving that they are properly qualified; and such will be retained in the 2d Intermediate, unless soon found unqualified, when they will be sent back to the school whence they came. The transfer of pupils from the 2d to the 1st Intermediate, will take place in the same way.

The transfer into the Grammar Schools, from the 3d to the 1st, inclusive, will take place, in each instance, under the charge of a member of the examining committee; those only going up who have passed a proper examination before one of the committee and the teacher into whose school the pupils wish to pass.

The examination of pupils to enter the High School took place on Friday, March 18th, when 39 candidates were offered; 25 of whom were admitted. The questions proposed to them will be found on the 14th, 15th and 16th pages of this report.

The Committee find that some parents feel aggrieved, when their children, after a fair examination, are not admitted into the High School. The examinations are conducted in such a way that there is no chance for partiality, or unfairness of any kind. Moreover, should they result in giving the pupil a much lower standing than the marks of his teacher for the year, a re-examination would cheerfully be made. If, then, a pupil is rejected, the fair supposition is, that he is not properly qualified to enter the school. But the parent may still be dissatisfied; let us have a word with such.

Should you, by persistent efforts, succeed in getting your child into a school for which he is not well fitted, what an injury you do him. Each day the lessons will be too hard for him; each day he will be discouraged, unhappy; his teacher will at times get vexed with him; his course of study will do him but little good, and he will soon become tired of the school and leave it, having been a drag on his class every day he has been there. The better way for such children is, to stay another year in the preparatory school, when they can enter the High School well prepared to get the full benefit of its course of study. The admission of unqualified pupils into any school, lowers the standard of attainments in it; and we call upon all friends of the schools to strengthen the hands of the Committee, and to cheerfully uphold them in the discharge of this delicate and important duty of regulating the admission of pupils into the different schools.

The course of study to be pursued by children in the South District, from the Primary to the High School, inclusive, will be found at the close of this report. It was thought best to draw up and publish this programme, to serve as a guide for teachers in fitting scholars; for parents, to inform them what it is that their children are studying, and for the Committee, in their examinations.

It was judged best to omit one or two of the studies that have been pursued in the High School, so that the attention of the pupils might not be distracted by being given to too many studies at a time; also that Latin should be put on an equal footing with the other branches, which has not hitherto been the case, since Latin, if taken, has been an extra study. It is provided, now, that one study in each term of the course, may be omitted if the pupil chooses, and Latin be taken in its place. It seems but fair, that in a High School, the study of this language, which forms the best mental discipline to be found in any or all schools, should not be, at least, discouraged. The discipline of the mind in our High School is, as it ought to be, severe; three studies, therefore, a term, and three recitations only, a day, are allowed a pupil; it being found that no one, without injury to the health, can attend to a greater number.

The High School has kept one session of five hours a day, for most of the time since last April. As there has been some disposition manifested to extend this plan to the other schools, a word on the subject will not be out of place here.

To admit of one session five hours long, the pupils of the school should, first, be at an age sufficient to bear the drain upon their strength that a long session invariably makes; it is doubtful if this age is reached before they have passed their twelfth year. Secondly, they should be sufficiently advanced and have enough love of improvement to study when not under the eye of the teacher, out of school. These requisites cannot generally be found in children under twelve years of age. But suppose these necessary conditions to be reached, there are still important questions to be considered before adopting the single session of five hours. 1. In a crowded and badly ventilated room, foul air accumulates rapidly during the latter part of a three hours' session, as many a visitor of our schools has found to his sorrow. How much more vitiated would this atmosphere become towards the close of a five hours' session. 2. What is to be done with the children, especially if they are young, when not under the care of a teacher? It will not do to let them run loose in the streets; somebody must take care of them; who is to do this but the teacher? for the parents are in many cases busily engaged at their work. This consideration, of itself, we are confident, will finally settle the question about one session in our public schools. In a community composed largely of industrious and hard working people, the teacher should rightly be considered as the appointed guardian of the young for five or six hours in the day, during which time he is to mix, play with, study,

and watch over, both, so as to send the children home at night, in the best mental, moral and physical condition possible. When the child goes home at noon, he meets his parents, dines with them, and then, refreshed and strengthened, returns to a well aired school-room to remain for two or three hours according to the length of the days.

Parents are requested to carefully consider whether their children are not taken from school at a too early age. It is a common remark, that if a boy enters the High School, he must stay, to complete the full course, four years; and this is said with a tone and look that imply, so much time cannot be spared. But your child must be somewhere these four years; and where can he spend them to better advantage? Boys just entering their teens, cannot, in common times earn, but can learn, much; would it better be about stores, or in school? Will a boy be better off when at twenty, to leave school when twelve or when sixteen years old? Is the chief object in life, after all, to get into business and make money? Suppose you meet with success in money-making, what then?

Closely connected with taking children from school when still very young, is keeping them at home for a half-day, a day, a week, month or term, for different reasons with different persons; as for the real or supposed need of their labor at home, in the field or the shop; because the boy has been punished, and perhaps rightly, too; because the parent is vexed with the teacher. We do not propose to consider these cases at length, but would urge in all seriousness, that whenever a child is detained from school, it is an injury to him. If the detention is necessary, as it is in some cases, then the evil must be borne; in other cases, ought it not to be remedied?

The following views concerning the authority of teachers over pupils when out of the school-room and out of the regular school hours, seem to your committee reasonable, and they will endeavor to enforce them.

The teacher has the same power over his pupils when in the neighborhood of the school house, that he has when they are inside of it, and this both before and after school hours, at recess and at noon. The children, at such hours and in such neighborhood, constitute in fact a school, not indeed engaged in study and recitation, but none the less a school; for the presence of the children around the school-house at such times is a necessary condition for a school, and not the breaking up, or the dismissal of it. Shall children of all sorts and kinds congregate together, in large numbers, and power be taken from their teacher, who should be a kind friend to them, to check rudeness, vulgarity, profanity and quarrelling? The question can have but one answer. Let us not be so jealous of the rights of our children, as to inflict on them a lasting injury, by restricting too closely the supervision of the teachers.

Again, and especially since corporal punishment is not in popular favor, the teacher has the right to detain pupils after school, as a pun-

ishment for offences, or to recite a second time the lessons that had not been well learned during the day. Otherwise may not a child waste all his hours at school, and his school life be worse than thrown away? Besides, why should we say that when school is ended, at four or five o'clock, for the forty-nine pupils who have behaved well, that it has for the fiftieth also, who has not? What might become an evil, carries with it its own cure; the natural dislike of teachers to stop after school themselves, is a sufficient check on any abuse of this kind of punishment.

Let but the teachers be reasonable in their exercise of authority, acting from this motive, the good of their pupils, and they can afford to be firm and unmoved by clamor, being confident that the Committee and the community will sustain them in enforcing proper discipline.

The school rooms have not been as well swept this year as they should be; great difficulty is found in procuring good sweepers. Still, some of the rooms are models of neatness, as the North East School, the North Primary, and several others. The attention of the teachers is called to this point—keeping the rooms as neat as possible after they have been swept.

Many children, partly from timidity, and in part because they have never been taught better, take awkward positions when standing in a class, and when rising to recite at their seats. They rise part way only, lean against the desk or the wall for support, turn away from the teacher, grasp the settee or the moulding to hold themselves up, hang down the head, and use one foot chiefly to support the body. Three evils may result from these uncouth attitudes: want of power and fulness in the voice; injury to the body through distortion, which may become permanent, and an habitually ungraceful manner, unbecoming to any young person. That the body should apparently be equally supported on both feet, the head erect, and the shoulders back, when standing; and when seated, the body erect, with both feet on the floor, is the best general rule to be given on this subject. This point deserves attention also.

In the North East District there is a full attendance in the winter, and what is very satisfactory, of advanced pupils, too. Can there not be a fuller attendance in the summer?

We hope that the time is not far distant when some radical changes can be made in the system of teaching the Primary Schools, which form the basis and in some respects the most important part, of our school edifice. This is the right end to begin with in reform, did we only know how to go on intelligently and without running risks by making experiments. Reform in other quarters is like scratching on the surface with a rake, when good husbandry requires a plough that reaches to the subsoil. In the meantime we must watch and wait. The present teachers in the Primary Schools deserve great praise for their fidelity and assiduity in the discharge of their laborious duties.

The colored school in this town is in a somewhat better condition than formerly, though your Committee despair of its ever becoming

what it should be. The children in this school are to a great extent creatures of imitation ; they are also easily roused by emulation. It is very important for them, then, that they be made acquainted with good models in behavior, study and recitation, with which unhappily they are not now too well acquainted. From the fewness of their numbers, they would not to any appreciable extent, lower the standard of the other schools. We recommend therefore the abolishment of the colored school, and the admission of its present pupils into those schools, where their residence and qualification would assign them. This recommendation is to be coupled with the fact, that the Centre Primary is now unduly crowded, and that the money at present used to support the colored school, could be applied to maintaining another primary, to the relief of the present overburdened one.

The schools in this town are very rightly objects of great interest, and a source of proper pride to all its inhabitants. Already in a good condition, they yet need watchful oversight, to correct whatever is unsatisfactory in them and to still further develop what is good. Seven hundred children are to be found in them, whose future will be somewhat affected by the condition of the schools themselves. The members of the Committee should therefore be selected with special care, and their duties not made unnecessarily vexatious and irksome. The body is now larger than it need be, and would better consist of seven members only, four from the South District, and one from each of the others.

May our schools, carefully tended, become what they should be, not only a blessing to all the children within our limits and an ornament to the town, but an additional reason for families from other places to come and settle in our beautiful village.

JOSHUA KENDALL, *Chairman.*

J. N. BURGESS, *Sup't.*

COURSE OF STUDY IN THE HIGH SCHOOL, BRISTOL, R. I.

I. — *Junior Class* — Arithmetic, 2 ; Algebra, 2. Botany, 2 ; History of the United States, 2. *Grammar and Analysis, 4.

II. — *Middle Class* — *Algebra, 2 ; *General History, 2. Geometry, 4. — Natural Philosophy, 4.

III. — *Senior Class*. — Chemistry, 4. Physiology, 2 ; Rhetoric, 2. *English Literature and English Authors, 4.

IV. — *Advanced Class*. — Intellectual Philosophy, 4. Moral Philosophy, 4. *Constitution of the United States, 2. *Trench's English Past and Present, 2.

Course in Latin. — Andrew's Latin Grammar and Andrew's Latin Reader, Cornelius Nepos, Cesar, Cicero, Virgil.

General Exercises. — Declamation, Reading, Spelling, Composition, Writing.

The numbers after the above studies indicate the number of terms each is to be pursued.

*To be omitted by those who take Latin

COURSE OF STUDY FOR THE GRAMMAR AND INTERMEDIATE SCHOOLS
OF THE SOUTH DISTRICT.

EXTRACTS FROM SCHOOL REPORTS.

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	ARITHMETIC.	GRAMMAR.	GEOGRAPHY.	READING.	SPELLING.	WRITING.	MENTAL ARITHMETIC.
1st Grammar....	To Square Root.	Greene's First Lessons.	Thorough Review.	H. Willard's Fifth Reader.	Worcester's Speller.	Nos. 4—9.	Once a week.
2d Grammar.....	Through Fractions.	Greene's Introduction continued.	Warren's School Geogra- phy, concluded.	.....		Nos. 4 and 5.
3d Grammar.....	To Fractions.	Greene's Introduction.	Warren's School Geogra- phy, commenced.	Willson's Third Reader.		Nos. 3 and 4.	
1st Intermediate.	Through Reduction.	.....	Warren's Primary Geogra- phy concluded.	Sargent's Third Reader.	Town's Progressive Speller.	Nos. 2 and 8.
2d Intermediate..	Notation, Num- eration, and the first four rules.	.....	Warren's Primary Geogra- phy commenced.	Sargent's 3d 2d part.		No. 1.
Primary Schools.	Whole of Allen's Primary Geography.			To Miscellaneous Examples.

QUESTIONS FOR THE EXAMINATION OF CANDIDATES TO THE
BRISTOL HIGH SCHOOL, MARCH 18, 1864.

I. ARITHMETIC.

1. Find one-third of five tons, 11 cwt., 1 qr., 23 lbs., 0 oz., and 13 dr.
2. Divide 3279.021 by 78.47, carrying out the answer to three places of decimals.
3. Subtract 2-5 of 5-7 of 4, from $(9-4 \div 2-5) + 15$.
4. What is the greatest common divisor of 180, 336 and 924?
5. What sum will \$1021 amount to, at simple interest, in 2 years, 3 months and 11 days.
6. What sum will be obtained this day at a bank, on a note for \$2679, payable on the first of May next.
7. Smith and Brown formed a partnership; Smith at first put in \$900, and Brown \$700. At the end of five months Smith took out \$300 of his capital, and at the end of eight months Brown added \$800 to his. By the end of the year they had gained \$700. What was each one's share of the gain?
8. What Principal will gain \$750 at 6 per cent., in one year and three months?
9. A sells a horse to B at 10 per cent. advance. B. sells the horse for \$150 and gains 30 per cent. on what he gave for it. What did the horse cost A?
10. If 6 men eat 20 bushels of potatoes in 17 months, how many bushels would 32 men eat in 7 months.

II. GEOGRAPHY.

1. What are the two largest towns in R. I.? What the three largest islands in Narragansett Bay? In what county is East Greenwich? On what river is Woonsocket? For what is R. I. the most distinguished: agriculture, manufactures or commerce?
2. Name the three principal rivers in Maine. Mention in the order of their length, the four longest branches of the Mississippi? What are the two chief branches of the Columbia River? What two large rivers flow into the Caspian Sea? On what river is Cairo situated?
3. What are the two largest cities in New England? What five large towns in the United States are situated on Lake Erie? Which is the farther north on the Mississippi River, Memphis or Vicksburg? What is the capital of Prussia? Where is Manila?
4. Through what bodies of water would you pass, in sailing from London to St. Petersburg?
5. Name two places from which oranges are brought; two from which figs; one from which dates; two from which hides; two from which salt.
6. Give the names of four Italian cities. What two rivers in Italy? What sea or gulf lies east of Italy? What range of mountains in Italy? What volcano in the southern part?

7. Between what two capes is Behring's Strait? What two bodies of water does Behring's Strait connect? What two does Davis' Strait? Where is the Gulf of Gayaquil? Where the White Sea?

8. What island at the eastern extremity of the Mediterranean sea? What small island south of Sicily? What is the largest island in the world? What group of islands east of Patagonia? In what group of islands is Tahiti?

9. What tropic north of the equator? How many degrees from the equator is it? Between what two circles is the South Temperate Zone? Through what grand divisions does the equator pass? What is latitude?

10. Is the greater part of Africa north of the equator or south of it? What country of Europe, on the Atlantic, is just east from us? Of what river are the Cumberland and the Tennessee branches? On what river is St. Louis situated?

III. GRAMMAR.

*Analyze the following sentence and then parse each word in order: He stoutly denied that John had been in the new store.

IV. SPELLING.

Skein, Schism, Tongue, February, Tuesday, Secretary, Recommend, Alkalies, Chimneys, Buffaloes, Twelfth, Agreeable, Innuendo, Apocrypha, Tyranny, Benefited, Analyze, Receivable, Changeable, Quantities.

REPORT OF THE BRISTOL HIGH SCHOOL FOR 1863-4.

Names of Scholars who have stood first in deportment during the year.—Charles F. Ballou, LeBaron Bradford, John Gray, Jr., Wilfred H. Monro, Benjamin F. Peckham, Anna G. Andrews, Jane E. Babcock, Madora A. Brayton, Julia E. Babbitt, Susan A. Eddy, Emily S. Morse, Gertrude H. Morse, Annie R. Thompson, Mary E. Thompson, Mary E. Wingate, Bell M. Wardwell, Kate M. Tilley, Sarah H. Talbot.

Names of Scholars who have not been absent during the first three terms of the year.—LeBaron Bradford, Hezekiah Church, Wilfred H. Monro, John P. Reynolds, Jane E. Babcock, Madora A. Brayton, Emily S. Morse, Ida M. Wilcox.

Names of Scholars who have not been absent during two terms of the year.—Silas Holmes, Benjamin F. Peckham, Anna G. Andrews, Susan A. Eddy, Gertrude H. Morse, Annie R. Thompson, Mary E. Thompson.

Names of Scholars who have not been absent during one term.—Charles F. Ballou, John Gray, Jr., Frank H. Peck, William S. Perry,

Sarah J. Barney, Geraldine A. Gardner, Julia E. Midgett, Bell M. Wardwell.

Names of Scholars who have stood highest in scholarship during the year.—Felix Campuzano, Charles F. Ballou, Wilfred H. Munro, John Gray, Jr. William S. Perry, Frank H. Peck, Jane E. Babcock, Gertrude H. Morse, Emily S. Morse, Annie R. Thompson, Mary E. Thompson, Anna G. Andrews, Kate M. Tilley, Madora A. Brayton, Mary E. Wingate, Ida M. Wilcox, Julia E. Babbitt, Annie P. Waldron.

TABLES.

I. Table showing the average number of those who, for the last two terms, have not been absent once during a term :—

High, 17 ; 1st Grammar, 19 ; 2d Grammar, 6 1-2 ; 3d Grammar, 8 ; 1st Intermediate, 4 1-2 ; 2d Intermediate, 2 1-2 ; North Primary, 8 1-2 ; Centre Primary, 18 1-2 ; South Primary, 8 1-2 ; State Street, 2 1-2 ; Middle, 8 ; North, 13 1-2 ; North East, 2 1-2.

II. Table showing the number of those who, during the winter term, pursued certain studies :—

Reading, 608 ; Spelling, 497 ; Writing, 403 ; Geography, 384 ; Written Arithmetic, 329 ; Mental Arithmetic, 254 ; Vocal Music, 199 ; Grammar, 143 ; Map-Drawing, 109 ; Defining, 94 ; Composition, 91 ; Primer 91 ; Declamation, 75 ; United States History, 29 ; Latin 29 ; Drawing, 13 ; Physiology, 11 ; Chemistry, 9 ; Geometry, 8 ; General History, 7 ; Book-keeping, 2.

III. Average annual registry of pupils, for the last five years ; the largest number and also the smallest number registered during any term of each of the same years :

YEAR.	Average Registry.	Largest Number.	Smallest Number.
1860	680	709	664
1861	666½	700	664
1862	708	785	688
1863	708½	716	689
1864	691	697	658

IV. The following pupils, at the close of the last term, (January 29th,) received certificates of membership to the Bristol Young Men's Christian Association, on account of good scholarship and deportment during the term.

These premiums originated with Mr. Charles H. Dabney, who offered ten dollars to constitute the ten best scholars, among the boys of the High School, members of the Association, for one year. Messrs. John N. Burgess, Benjamin Greenwood and James P. Pierce, offered five dollars each to the First and the Second Grammar School, and the Middle District School, respectively, for the same purpose. Subsequently, ten certificates were offered by the Principal of the School, Mr. Bicknell, and his assistant, Miss Wardwell, to the ten best scholars among the girls of the High School.

The premiums were awarded by the teachers as follows ;—

High School.—Felix Campuzano, C. F. Ballou, W. H. Munro, John Gray, Jr., Frank H. Peck, Benjamin F. Peckham, W. V. Luther, Le Baron B. Bradford, David Richmond, W. S. Perry, Jane E. Babcock, G. H. Morse, E. S. Morse, A. R. Thompson, M. E. Thompson, Kate Tilley, Mary E. Wingate, Annie E. Andrews, M. A. Brayton and S. Talbot.

First Grammar School.—Frank L. Camm, Lewis F. Waldron, Josiah F. Gooding, Eugene A. Warner and William P. B. Pierce.

Second Grammar School.—Frederick W. Pierce, J. Russell Pierce, John R. Slade, Albert R. Neuman and Silas H. Munro.

Middle District.—Crawford L. Easterbrooks, Charles A. Gladding, John W. Andrews, George A. Peckham, Henry M. Thompson.

V. Results deducted from tables on last two pages of report :

Average absence of registered pupils for the year, - - -	110
Estimated number not in school during the winter term,	
between five and fifteen years old, - - -	391
Number in school during the winter term, fifteen or more	
years old, - - -	83
Highest percentage of absence of any school, for any term	
in the year, - - -	31.2
Lowest percentage of absence, - - -	5.3

From the tables given on the last three pages, the average cost of educating a pupil, in any school in the town, can easily be obtained.

SCHOOL COMMITTEE.

South District—Joshua Kendall, W. C. G. Cushman, Thomas G. Holmes, S. F. Upham, W. H. Morse, C. A. Greene, J. N. Burgess, Jeremiah Luther, Jonathan Waldron.

Middle District—William Manchester, John Gray.

North District—William H. Church.

North-east District—Henry B. Potter.

Chairman—Joshua Kendall.

Secretary and Superintendent—J. N. Burgess.

Examining Committee—Joshua Kendall, Samuel F. Upham, W. C. G. Cushman.

EXPENDITURES FOR THE YEAR.

SOUTH DISTRICT.

Salary, Principal, High School.....	\$724 90	
" Assistant, " ".....	250 00	
" Teacher, 1st Grammar School.....	600 00	
" " 2d " ".....	300 00	
" " 3d " ".....	250 00	
" " 4th " ".....	225 00	
" " Branch Grammar School.....	200 00	
" " Centre Primary ".....	215 00	
" Principal, North ".....	200 00	
" Assistant, " ".....	150 00	
" Principal, South ".....	200 00	
" Assistant, " ".....	150 00	
" Teacher, State Street School.....	160 00	
	<hr/>	\$3,624 90
Repairs, rent, &c., including alteration in South Grammar School.....		748 97
State Street School, rent, fuel, books and incidental expenses.....		87 00
		<hr/>
		\$4,461 47

MIDDLE DISTRICT.

Salary, Teacher.....	\$450 00	
Painting School House, and other repairs.....	97 55	
	<hr/>	547 55

NORTH DISTRICT.

Salary of Teachers.....	\$300 00	
Repairs, &c.....	14 07	
	<hr/>	314 07

NORTH EAST DISTRICT.

Salary of Teachers.....	\$225 00	
Repairs and fuel.....	83 43	
	<hr/>	258 43

GENERAL EXPENSES.

Salaries, Superintendent and Examining Committee.....	200 00	
	<hr/>	5,781 52
Anticipated bills, which will make up the balance of the appropriation.....		18 48
		<hr/>
		\$5,800 00

BARRINGTON.—The School Committee would most respectfully present the following Report upon the Schools of Barrington for the year 1863-4 :

A portion of the School Committee elected at the annual town meeting in April, did not accept of their appointments, in consequence of which the organization of the committee was not effected until July, the vacancies having been filled by the Town Council. At the first meeting of the committee, Rev. Francis Horton was elected Chairman, and T. W. Bicknell Secretary and Superintendent of Schools.

We have need to exercise great thankfulness to our Heavenly Father, that He has preserved our nation and its institutions, and that He has blessed our Free Schools, one of the strong pillars of a popular government. The schools of our town have in the main been prosperous and successful during the year. While we are able to say thus much, we are far from believing that they have attained that excellence which should characterize them. On the other hand, every added year, with its renewed facilities for the education of the young, places our people under new responsibilities, and calls for more energetic efforts in this direction.

If our free school system was an experiment instead of a long tested and undoubted success, we might for a time withhold our sympathies and cordial support, but as time only proves more clearly its inestimable value to every community, we are at a loss to understand why the benefits of our schools are not more fully appreciated and enjoyed.

According to the Report of the School Commissioner, there are in Barrington 265 children under fifteen years of age. Allowing 20 per cent. or over 50, to be below the age of five years, we have 200 children in town of a proper and lawful school age who ought for three months of the year, at least, to enjoy the advantages which the school-room affords. Our statistics will show that the average attendance of the schools during the summer and winter terms, has been 100 pupils for each, and that the total registry for each term was 142 scholars. On comparing the total school registration and the average attendance with the whole number of children of a school age, we shall find that our town is suffering from two great evils in connection with our schools. The first evil is, that a large number of children do not attend school for a *single day* in the year. The second evil is, that by irregular attendance, over forty of the registered pupils lose their school privileges, or about thirty per cent. of the whole number of those whose names are actually on the school records.

On the ground of strict justice these evils should be remedied. The town actually taxes itself and also draws from the State treasury funds sufficient for the education of 200 children. The benefits derived are enjoyed by 100 pupils, or only one-half the number intended to be reached and blessed. Those districts, too, where the attendance is most irregular, and which need the best schools, receive a smaller

proportion of the public money, a portion of which is devided according to the average attendance of the previous year.

To remove the evils referred to, parents must be led to feel that the proper education of the child is its only safeguard. Ignorance, vice and crime go hand in hand, stalking as giants through the world. If a child, by parental neglect or personal misdemeanor, is debarred from the school-room, he may soon, and ten to one will soon find a Reform School or a State's Prison opening its doors for him. Virtue and intelligence are needed to build up society. Twenty years hence these children will elect and be elected for the various offices of the town, State and nation. Ought they not, shall they not be better educated than their fathers and mothers have been? More wisdom instead of less will then be needed, and be assured that on the parents and teachers rests the great responsibility of preparing these youth for a nobler mission than that to which we have been called.

Parental Co-operation.—The first duty of the parents, then, is to send their children to school. The second is, to co-operate with and sustain the teachers in all possible methods for the child's advancement. It is one of the strangest things in the world that the latter duty is not more faithfully performed. The greatest failures under our school system result from the disunion of the home and the school. Our best teachers are often made to suffer for the want of that strong sympathy and aid which comes from the homes of the pupils, while ordinary teachers may be made the most successful in their labors by this hearty support. Parents too often send their children to school, leaving all care or anxiety for them at the outside door, and assuming it reluctantly on their return at night. Many expect that the teachers will govern and instruct a motley group of fifty or one hundred children more easily and more judiciously than they themselves do a family of three or six.

The reports concerning the school brought home by the scholars are too easily credited, and from the caprice of the scholar the teacher may be unfairly praised or censured. In all cases of school difficulties parents should always consult the teacher, and in nine cases out of ten, distrust and alienation will be changed to friendship.

Parents, aid in sustaining the discipline of the school, and you may thereby improve the character of your children, and save your co-worker, the teacher, many an aching head and heavy heart. Remember, too, that your teacher is a social being, and that a call at the school-room or an invitation to tea will do much toward making a good school and lightening the labors of a hard working, self-sacrificing friend.

We should do injustice to the merits and labors of our teachers did we not make particular mention of their schools:

District No. 1.—Teacher—Summer Term—Miss A. E. Peck. Miss Peck is an excellent teacher, and her labors in the District have

met with good success. The school made marked improvement under her charge, and the school exercises were conducted with unusual life and energy. Her love for the children and her aptness to instruct them, made the school-room seem like a model home. Hillard's new series of Readers were introduced into the school during this term, and much interest was awakened in reading and spelling. Regrets were felt when the school closed.

Miss Laura A. Dewey, of Hanover, N. H., taught during the first few weeks of the winter term. Not succeeding as well as her qualifications and reputation seemed to justify the committee to expect, she resigned, and Miss Harriet L. Goodwin, of Mansfield, Mass., was hired to complete the school. Miss Goodwin's firm, dignified but genial manners won for her the respect and esteem of the pupils, and she completed the term to the entire satisfaction of the committee. A more earnest parental support would aid the teacher in this district very much. We are glad to know that Miss Goodwin has been engaged for the coming term. Good teachers, when once obtained should be retained. Miss G. has been a member of the State Normal School.

District No. 2.—Miss Effie Adams, of Bristol, a graduate of the Normal School, taught the summer school with fair success. Owing to the lateness of the organization of the committee and other causes beyond their control, this school did not receive the usual number of official visits, and we are not able to state the advancement made. Miss Adams is an excellent singer, and devoted much time to this exercise.

Miss Mary L. Battey, of Cranston, R. I., a graduate of the Normal School, succeeded her for the fall and winter terms. By securing the respect and love of her pupils, she has governed the school easily and well. Her plans of instruction are thorough and systematic. One great evil of all our schools is, that scholars are expected by their parents or required by their teachers to compass too much ground, the scholar losing thereby definiteness of conception and fixedness of general principles. The mere fact that a scholar has been over so much ground in his studies is the most shallow test of proficiency. Constant review, incessant drills, careful questioning and lucid illustrations, are the only true conditions of successful study. Not *how much* ? but *how well* ? should be the question concerning the child's progress.

Miss Battey labored successfully in this direction, and we were glad to notice among the scholars a strong appetite for knowledge. This school is doing well, and we are happy to learn that the present teacher it to remain in the school.

We would recommend the financial system of this district to the consideration of Districts 1 and 3. By means of it the District Treasury is never empty, and the district enjoyed 42 weeks of school

in the year, while No. 1 had 36 weeks and No. 3, 32 weeks. Ought not all our scholars to possess equal school privileges, and ought the school sessions to be less than forty weeks in the aggregate? By the assessment of a small rate bill at the beginning or the end of each term, this uniformity may be easily secured.

District No. 3.—This district has now the largest number of scholars of either of the three. Miss Julia Grant, the teacher of the school during the summer term, was not the right teacher in the right place. She did not seem familiar with the branches she was teaching, and the scholars could not be interested in what they did not understand.

Miss Peck entered the school for the winter session, and succeeded well. Her vivacity and cheerful spirit touched and controlled the school. The older scholars gave to her their hearty aid, and parents as well as pupils regard the last school as one of the best.

Miss Peck has labored hard and under great disadvantages for want of room and proper ventilation. The health of the scholars and teacher were daily injured for want of the best, commonest blessing of Heaven—pure air. The house needs to be enlarged to meet the present pressing demands of the pupils for room. It is poor economy to sacrifice young and precious lives for the sake of hoarding up a few dollars. Would you have your children rise up and bless you? Give to them, then, in addition to pleasant homes, comfortable and convenient school-rooms.

The committee have been pleased with the interest which the scholars have manifested in their school and studies, and feel that good progress has been made. Hillard's series of Readers were introduced into this school at the suggestion of the committee.

We would recommend an uniformity of text books, not only in this school but throughout the town. We give, also a list of text books recommended by the committee.

We have thus passed in review the work of the year in our schools. We have spoken of some of their excellencies. We wish there were no evils to mention which greatly need to be remedied. We wish that every pupil was earnestly studious and obedient to school authority. We wish that there was no vulgarity, obscenity or profanity to contaminate the atmosphere of the school-room and the play-grounds, and to vitiate young hearts. We wish that children would exercise, both at home and abroad, a more decent respect for their superiors, and a more proper respect for the laws of home, school and State. A vicious boy or girl is a greater evil in a school than an infectious disease in a community; the latter injures the health, while the former, by his influence, injures and often destroys the good character of his associates.

Parents and teachers cannot exercise a too watchful guardianship in these respects over those entrusted to their care. A constant,

jealous watchfulness alone can save the young from evil courses. Many a bad woman have become such in connection with the schools, by the influence of older and more vicious school-mates, and many parents tremble lest the first profane or vulgar word falls upon the ear of the son or daughter within the school enclosures. To correct these evils we ask the co-operation and influence of every right-minded and virtuous citizen.

We are happy to acknowledge the receipt of a package of flower seeds from Dr. G. B. Chapin. The seeds are a gift of the R. I. Society, for the encouragement of Domestic Industry, which has distributed several thousand papers of seeds, of many varieties, among the schools of the State. The seeds have been sent to the teachers to be distributed among the more meritorious pupils of each school. The donors wish, by this gift, to awaken a deeper interest on the part of the young in the culture of flowers, and to increase their taste for the beautiful in nature. We hope that a true pride will be cherished by teachers, parents and pupils in planting the seeds in the choicest spots in their garden, and in cultivating well these living, joyous companions of youth and age. We hope to hear a good report from the teachers on flower cultivation.

We trust that the interests of education, which have been entrusted to us, have been somewhat advanced during the past year. Our nation's hope rests upon the advancing success of Free Schools. Treason has flourished where ignorance abounded; and as the Union cause marches on to glorious victory, it will carry on its banners the grand words—Free Speech, Free Schools and Freedom forever!

We hope that the wisdom of the town will devise liberal things for the year before us, in order that we may reach a higher standard of excellence. We would recommend an appropriation of \$400 for the support of the schools for the year ensuing.

For the Committee,

T. W. BICKNELL,
Secretary and Superintendent.

SCHOOL OFFICERS OF THE TOWN DURING THE SCHOOL YEAR 1862-4.

School Committee.—Rev. Francis Horton, Chairman, Lewis B. Smith, Thomas W. Bicknell, Secretary and Superintendent.

DISTRICT OFFICERS.

District No. 1.—*Trustees*, Asa Peck, Jonathan Allen, C. F. Francis Richmond. *Clerk*, Ebenezer Tiffany, Jr. *Treasurer*, George R. Kinnicutt. *Collector*, Trustees.

District No. 2.—*Trustees*, Nathaniel C. Smith, William H. Smith, Henry Smith. *Clerk*, B. B. Viall. *Treasurer*, B. B. Viall.

District No. 3.—*Trustees*, George B. Allen, J. L. Sweetland, W. H. Bowen. *Clerk*, Benjamin P. Wood. *Treasurer*, Joseph Bowen,

TEACHERS.

SUMMER.				WINTER.		
Dist.	Name.	Residence.	Wages.	Name.	Residence.	Wages.
No. 1	Addie E. Peck..	Barrington,	\$99 00.	Laura A. Dewey	Hanover, N. H..	\$25 00.
				H. L. Goodwin.	Mansfield, Ms...	54 00
No. 2	Effie Adams.....	Bristol	82 50	Mary L. Battey	Providence.....	120 00
No. 3	Julia Grant.....	Seekonk....	100 00	Addie E. Peck.	Barrington.....	84 00

Names of pupils who have not been absent from school during the winter term.—Sarah M. Sweetland, Bradford R. Newman, Emily E. Smith, Charlotte A. Watson, Walter A. Martin, Mary A. Lewis, Mary E. Noble, George H. Bicknell, John F. Richmond, George A. Noble.

Pupils Distinguished for excellent scholarship.—M. Alice Smith, P. Lillie Smith, Walter P. Smith, Frank H. Smith, John A. Tobin, Lucy W. Horton, Rachel A. Tiffany, Mary E. Noble, Hattie A. Rea, Emma S. Rea, Walter A. Peck, Sarah W. Bishop, Louisa M. Bowen, Addie L. Seymour.

Pupils distinguished for excellent deportment.—Lucy W. Horton, Rachel A. Tiffany, Mary E. Noble, Hattie A. Rea, Emma S. Rea, Walter A. Peck, P. Lillie Smith, M. Alice Smith, Emily E. Smith, John F. Maxfield, John A. Tobin, Rebecca B. Smith, Annie L. Viall.

Prizes for Penmanship.—James Albert Bowen, Annie L. Viall.

SUMMER TERM.								WINTER TERM.						
District.	Boys.	Girls.	Total.	Average Attendance.	Length in weeks.	Wages.	Cost per Scholar.	Boys	Girls.	Total.	Average Attendance.	Length in weeks.	Wages.	Cost per Scholar.
No. 1	17	27	44	25	22	\$22	\$4 80	23	16	39	27	14	\$24	\$4 30
No. 2	26	21	47	37	25	80	5 00	32	16	48	41.5	16	30	12 90
No. 3	22	27	49	35	20	30	3 00	36	21	57	45	12	28	12 90
Total.	65	75	140	97	67	\$82		91	53	144	115.5	42	61	

MONEYS RECEIVED.

From Town	\$300 00
From State.....	275 40
From Registry Taxes.....	43 65
Total.....	\$619 05

APPORTIONMENT OF SCHOOL MONEY.

District No. 1.....	200 10
District No. 2.....	205 15
District No. 3.....	213 80
Total.....	\$619 05

RATE BILLS.

District No. 1.....	\$26 29
District No. 2.....	140 50
District No. 3.....	00 00
Total.....	\$166 79

TWENTY-FIRST

ANNUAL REPORT

ON

Public Schools in Rhode Island

MADE TO THE

GENERAL ASSEMBLY

AT THE

JANUARY SESSION, 1866.

PROVIDENCE:
PROVIDENCE PRESS COMPANY, PRINTERS TO THE STATE.
1866.

TWENTY-FIRST

ANNUAL REPORT

ON

PUBLIC SCHOOLS,

IN

RHODE ISLAND,

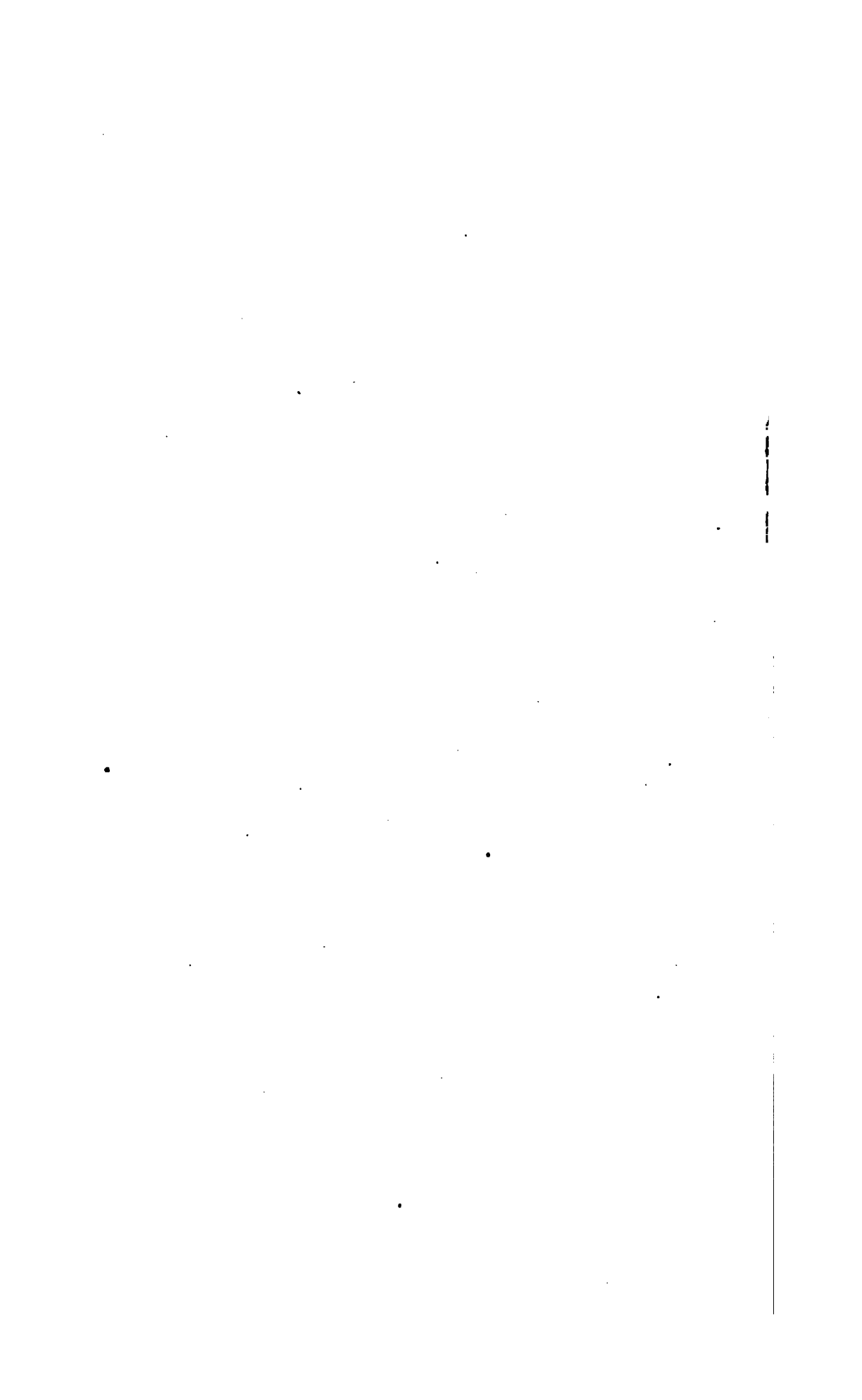
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REPORT.

To His Excellency the Governor, and the Honorable the General Assembly :

GENTLEMEN:—It is my privilege and duty to present to you the TWENTY-FIRST ANNUAL REPORT on the state and condition of the schools and of education, in RHODE ISLAND, with plans and suggestions for their improvement.

To one standing by the side of the glaciers for a few days only, these immense fields of ice seem as immovable as the mountains and valleys upon whose sides, and within whose basins they are formed ; but if he will continue his observations for a few months, he will find that what he supposed a fixed and motionless mass has made a continued and steady progress down the mountain, and out of the valley. So it is with our school system, or with any great reform,—its advance is slow but certain. As we watch our schools from year to year, we notice but little change ; but if we compare the last ten years with the ten years which immediately preceded, we shall find much to gratify and encourage. We shall find, with the people of the State, a more general and abiding conviction, not only of the value of education, but of the necessity for it. We shall find very many better school-houses, longer school terms, a larger number of

graded schools, a higher standard of intellectual and moral culture, a more careful supervision by school officers, a more generous expenditure of money, better school books, and, in many instances, the adoption of the most approved methods of instruction and government; although in this last particular there is lack enough yet. We sadly need better instruction and government.

In noticing the changes which our system of education is effecting, and the good which it is accomplishing, it must be remembered that we can only note the outward and the visible. We can not observe, much less measure, its influence upon the vast inner life; awakening and giving vigor to thought, increasing, and rendering useful, knowledge, and supplying an inexhaustible fountain of enjoyment to tens of thousands of young intellects just brightening into action. If we could see all this, if it could become visible we should be amazed at the result, and wonder how there could remain so much indifference to it. Every year would bring with it a greater interest, and a more careful consideration; and we should take especial care that a system which is accomplishing so much for the children, should not suffer by reason of any indifference or neglect of the fathers.

The number of public schools in the State is five hundred and twelve. The number of teachers employed during the winter terms was six hundred and forty-eight; of these, one hundred and ninety-nine were males, and four hundred and forty-nine were females. For the summer terms the proportional number of females was much larger. The number of pupils in attendance during the winter months was twenty-seven thousand eight hundred and ninety-nine,—being seventy-two more than the year previous. Of these, fourteen thousand seven hundred and seven were boys, and thirteen thousand one hundred and ninety-nine were girls. The average attendance exceeded that of the year previous by five hundred and four,—a most encouraging fact.

The whole amount of money available for educational purposes was, \$174,194 71, being an increase over the sum for the year before of \$6,113 94. This, also, is encouraging. The amount expended in building and repairing school-houses was \$17,578 29, an increase over the previous year of \$7,874 72. The continued increased cost of construction, has further postponed many improvements which have been, for some time, in contemplation. It is hoped that these will not be much longer delayed.

One very great defect in nearly all our school-houses is, they are too small for the number of pupils crowded into them. They do not give room enough for them to sit comfortably, and they do not contain air enough for them to breathe healthfully: two very serious inconveniences which those who are erecting school-houses will do well to consider. If a child is not at ease in the school-room, how can he be expected to be quiet,—and how *can* he be at ease when his little body is forced into a stiff, hard place every way too strait for him. I wish some of those parents, who are so terribly economical in expenditures to render the school-house comfortable, could be compelled to sit on the hard, narrow benches which they provide for their children, three hours in the morning, and three hours in the evening, for one whole year. I apprehend nothing farther would be required, either by way of illustration or argument, to secure the change now so much needed.

Again, the whole compass of the school-rooms is too limited. They do not contain fresh air enough to supply the pupils for one quarter of the time they are required to remain there. Ventilation is imperfect, or impossible; in winter the rooms are either not uniformly, or too much heated; the whole atmosphere is completely vitiated by impure exhalations; it is breathed over and over again; and the wonder is not that the children sit with flushed cheeks, cold feet, head-ache, languid and restless; but that

so many of them survive. They survive indeed ; but if the injury which this wicked imposition and neglect inflict upon them for life could be made visible, the result would be startling and appalling. When will we learn that, without good animals, we can not have good men and women ; and that any injury done to the body is a blow upon the life of our being. If an appropriation should be made sufficient to secure the services of some one thoroughly qualified, like Mr. Calthrop, of Connecticut, or Mr. Lewis, of Massachusetts, to deliver a series of Lectures upon physical development and culture throughout the State, it would serve a most benevolent and economical purpose, by awakening the attention of the good people of the State to the vast importance of the subject.

As required by statute, the appropriation of \$15,000 was apportioned equally among the districts, each district receiving \$37 50 ; while the appropriation of \$35,000 was divided among the several towns in proportion to the number of children therein, according to the last census, under the age of fifteen years.

The following table shows the number of school districts in Rhode Island, the division of the annual appropriation by the State, of \$50,000, among the several towns, the time at which it was paid, and the number of children in the State, at the last census, under fifteen years of age:

STATE OF RHODE ISLAND.

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NAMES OF TOWNS.	No. of Districts.	Apportionment of \$15,000 payable July 16th.	Apportionment of \$35,000, payable Dec. 31st.	Total Apportionment.	Population of the Towns under 15 Years of age.
Barrington	3	112 50	162 90	275 40	265
Bristol	5	187 50	949 71	1,137 21	1,545
Burrillville	16	600 00	859 97	1,459 97	1,399
Charlestown	7	262 50	194 86	457 36	317
Coventry	18	675 00	772 68	1,447 68	1,257
Cranston	11	412 50	1,708 87	2,121 37	2,780
Cumberland	20	750 00	1,667 06	2,417 06	2,712
East Greenwich	5	187 50	510 20	697 70	830
East Providence	8	300 00	398 94	698 94	649
Exeter	13	487 50	378 04	865 54	615
Foster	19	712 50	395 87	1,108 37	644
Glocester	15	562 50	466 56	1,029 06	759
Hopkinton	12	450 00	587 04	1,037 04	955
Jamestown	2	75 00	70 08	145 08	114
Johnston	15	562 50	676 17	1,238 67	1,100
Little Compton	10	375 00	240 35	615 35	391
Middletown	5	187 50	209 61	397 11	341
Newport	6	225 00	1,914 79	2,139 79	3,115
New Shoreham	5	187 50	330 09	517 59	537
North Kingstown	14	525 00	621 46	1,146 46	1,011
North Providence	10	375 00	2,487 08	2,862 08	4,046
Portsmouth	7	262 50	372 51	635 01	606
Providence	23	862 50	9,649 56	10,512 06	15,698
Pawtucket	5	187 50	866 11	1,053 61	1,409
Richmond	13	487 50	437 05	924 55	711
Scituate	19	712 50	845 21	1,557 71	1,375
South Kingstown	21	787 50	988 44	1,775 94	1,608
Smithfield	36	1,350 00	2,572 52	3,922 52	4,185
Tiverton	12	450 00	418 00	868 00	680
Warwick	15	562 50	1,779 56	2,342 06	2,895
Warren	5	187 50	486 84	674 34	792
Westerly	13	487 50	721 66	1,209 16	1,174
West Greenwich	12	450 00	257 56	707 56	419
Totals	400	15,000 00	34,997 35	49,997 35	56,934

The following table showed the average cost of educating each scholar in the city of Providence, in the five counties, and the average in the whole State, for the previous year. It was about the same for this year:

	No. of Scholars.	Cost per Scholar.
Providence.....	6,756	\$9 61
Providence County.....	14,367	7 02
Newport ".....	1,918	12 63
Washington ".....	2,176	5 32
Kent ".....	1,618	5 03
Bristol ".....	1,019	9 90
Average in the State...		\$7 89

TABLE OF APPROPRIATIONS.—CONTINUED.

NAMES OF TOWNS.	Amount received from the General Treasury.	Amount of Town Tax.	Amount of registry tax, and from other sources.	Rate Bills.	Balance unexpended.	Total from all sources.	Actual expenditures exclusive of School Houses.	Expended on School Houses.	Amount of appropriation for next year.	State appropriation for next year.
WASHINGTON COUNTY.										
South Kingstown.....	\$1,775 94	\$481 00	\$96 99	\$360 11	\$268 23	\$2,803 61	\$2,445 72	\$1,438 35	\$988 44	\$1,775 94
Westerly.....	1,209 16	370 00	100 00	50 80	.....	1,729 96	1,679 16	102 55	350 00	1,209 16
North Kingstown.....	1,146 46	450 00	277 66	.....	297 82	2,272 75	1,677 11	.....	450 00	1,146 46
Exeter.....	865 64	189 02	48 34	65 36	83 18	1,168 23	1,277 66	16 00	378 04	865 64
Charlestown.....	457 36	209 00	56 00	.....	.....	713 00	713 00	.....	200 00	457 36
Hopkinton.....	1,037 04	330 00	64 17	427 82	.....	1,869 03	1,862 99	59 18	330 00	1,037 04
Richmond.....	924 55	300 00	107 55	300 00	143 51	1,633 10	1,489 59	3,800 00	500 00	924 55
Totals.....	\$7,416 05	\$2,323 02	\$750 62	\$1,194 09	\$792 74	\$12,169 55	\$11,145 23	\$6,416 08	\$3,196 48	\$7,416 05
KENT COUNTY.										
Warwick.....	2,342 06	2,000 00	392 00	.....	177 06	4,734 06	4,778 57	.....	2,000 00	2,342 06
Coventry.....	1,447 68	400 00	265 00	222 14	.....	2,428 67	1,822 64	845 30	800 00	1,447 68
East Greenwich.....	697 70	400 00	109 00	.....	227 00	1,333 70	1,333 00	.....	400 00	697 70
West Greenwich.....	707 56	162 35	78 49	215 17	47 57	1,212 34	1,210 82	.....	162 35	707 56
Totals.....	\$5,195 00	\$2,962 35	\$844 49	\$437 31	\$451 57	\$9,708 77	\$9,145 03	\$945 30	\$3,362 35	\$5,195 00
BRISTOL COUNTY.										
Bristol.....	1,137 21	4,055 84	234 17	1,066 25	.....	251 48	6,821 86	339 65	4,200 00	1,137 21
Warren.....	674 34	2,400 00	82 00	69 10	.....	3,225 44	3,398 14	196 04	3,000 00	674 34
Barrington.....	275 40	300 00	43 65	166 70	.....	785 75	785 75	.....	400 00	275 40
Totals.....	\$2,086 95	\$6,755 84	\$359 82	\$1,302 05	.....	\$4,262 67	\$11,006 75	\$935 69	\$7,600 00	\$2,086 95

RECAPITULATION BY COUNTIES.

Providence County.....	20,981 42	81,937 68	6,824 94	506 13	2,627 26	130,392 19	114,748 44	6,172 35	87,336 87	20,981 42
Newport County.....	5,317 93	11,619 65	1,004 39	1,480 86	22 91	20,707 04	7,569 21	4,608 87	16,509 65	5,317 93
Washington County.....	7,416 05	2,820 02	750 62	1,194 09	792 74	12,169 55	11,145 23	5,416 08	3,196 48	7,416 05
Kent County.....	5,195 00	2,962 35	844 49	437 31	461 57	9,708 77	9,145 03	845 30	3,362 35	5,195 00
Bristol County.....	2,086 95	6,755 84	359 82	1,302 05	.....	4,262 67	11,006 75	935 69	7,600 00	2,086 95
Totals.....	\$49,997 35	\$105,695 54	\$9,784 26	\$4,920 44	\$3,894 47	\$177,240 22	\$143,613 66	\$17,678 29	\$118,004 35	\$49,997 35

The following tables show the number of teachers of both sexes, the number of boys and girls registered, and the average attendance of the same, in the Public Schools of this State, for the school-year ending April 30th, 1865.

SUMMER RETURNS.							WINTER RETURNS.						
NAMES OF TOWNS.	Male Teachers.	Fem. Teachers.	Boys.	Girls.	Whole No.	Average Attendance.	Male Teachers.	Fem. Teachers.	Boys.	Girls.	Whole No.	Average Attendance.	
PROVIDENCE COUNTY.													
Providence.....	10	143	3,580	4,008	7,588	6,756	10	143	3,580	4,008	7,588	6,756	
North Providence.....	7	28	935	899	1,834	1,405	8	27	1,569	843	1,912	1,416	
Cranston.....	3	16	827	717	1,544	1,068	3	15	827	717	1,544	1,068	
Johnston.....	0	14	325	329	654	442	4	10	336	293	629	429	
Scituate.....	1	16	236	288	524	358	10	10	351	271	622	466	
Foster.....	0	17	185	226	361	221	13	5	233	213	446	281	
Glocester.....	0	17	215	236	451	315	5	10	235	186	421	300	
Burrillville.....	1	18	439	448	897	620	4	14	479	375	845	589	
Smithfield.....	6	40	1,168	1,297	2,465	1,621	13	33	1,151	1,057	2,208	1,473	
Cumberland.....	3	23	399	400	799	853	5	18	551	472	1,021	853	
East Providence.....	1	9	191	187	378	283	1	7	210	175	385	309	
Pawtucket.....	2	10	279	280	559	417	2	12	304	312	606	465	
Totals.....	34	350	8,719	9,315	18,034	14,349	78	304	9,307	8,910	18,217	14,385	
NEWPORT COUNTY.													
Jamestown.....	0	2	24	24	58	40	1	1	37	26	63	40	
New Shoreham.....	1	4	213	188	381	290	4	1	230	155	385	294	
Newport.....	5	28	490	540	1,030	839	5	28	490	540	1,030	839	
Middletown.....	0	6	71	84	155	111	5	0	119	69	179	124	
Portsmouth.....	1	5	87	78	165	90	3	5	216	114	331	191	
Tiverton.....	0	11	140	189	329	212	3	9	221	186	407	290	
Little Compton.....	0	10	96	115	211	145	7	3	146	111	257	192	
Totals.....	7	65	1,121	1,208	2,329	1,727	28	47	1,459	1,192	2,651	1,970	
KENT COUNTY.													
Warwick.....	7	14	569	609	1,178	786	8	14	629	555	1,184	770	
Coventry.....	1	1	192	212	404	246	5	9	252	218	470	296	
West Greenwich.....	0	5	34	65	99	62	6	6	179	152	331	179	
East Greenwich.....	1	3	41	48	89	60	3	5	204	151	355	418	
Totals.....	9	34	826	934	1,770	1,154	22	34	1,264	1,076	2,340	1,663	
WASHINGTON COUNTY.													
Riveter.....	1	5	66	95	161	112	8	2	153	117	270	162	
Hopkinton.....	2	6	129	170	299	192	7	5	291	233	524	381	
Westerly.....	2	12	297	284	581	396	9	6	357	265	622	430	
Charlestown.....	0	5	37	8	97	69	3	4	79	76	155	112	
South Kingstown.....	4	14	256	326	582	446	12	12	443	312	755	546	
North Kingstown.....	1	3	49	63	112	73	10	7	393	268	661	455	
Richmond.....	1	8	66	91	157	105	12	1	158	138	296	209	
Totals.....	11	53	900	1,089	1,989	1,393	61	36	1,874	1,409	3,283	2,295	
BRISTOL COUNTY.													
Barrington.....	0	3	65	75	140	97	0	3	91	53	144	114	
Warren.....	2	16	329	356	685	504	5	14	334	337	671	512	
Bristol.....	4	12	309	337	646	419	5	11	398	325	693	563	
Totals.....	6	31	703	768	1,471	720	10	28	793	715	1,508	1,189	

RECAPITULATION BY COUNTIES.

Providence County.....	34	350	8,719	9,315	18,034	14,349	78	304	9,307	8,910	18,217	14,385
Newport County.....	7	65	1,121	1,208	2,329	1,727	28	47	1,459	1,192	2,651	1,970
Kent County.....	9	34	826	934	1,770	1,154	22	34	1,264	1,076	2,340	1,663
Washington County.....	11	53	900	1,089	1,989	1,393	61	36	1,874	1,409	3,283	2,295
Bristol County.....	6	31	703	768	1,471	720	10	28	793	715	1,508	1,189
Totals.....	67	533	12,279	13,314	25,993	19,343	199	449	14,697	13,702	27,999	21,502

The following table shows the number of towns, school districts, the number of children under fifteen years of age, the amount of school moneys appropriated, expended, &c., in the State:

Number of towns in Rhode Island.....	33
" " " " Providence County.....	12
" " " " Newport County.....	7
" " " " Washington County.....	7
" " " " Kent County.....	4
" " " " Bristol County.....	3
Children under 15 years of age in Rhode Island..	56,934
" " " " Providence County.....	36,756
" " " " Newport County.....	5,784
" " " " Washington County.....	6,391
" " " " Kent County.....	5,401
" " " " Bristol County.....	2,602
Number of School Districts in the State.....	400
" " Schools in the State.....	512
" " Teachers.....	648
" " Male Teachers.....	199
" " Female Teachers.....	449
" " Scholars in Summer Schools.....	25,693
" " " " " last year.....	26,071
Decrease.....	378
Average attendance.....	19,343
" " last year.....	19,485
Decrease.....	142
Number of Scholars in Winter Schools.....	27,899
" " " " " last year.....	27,827
Increase.....	72
Average attendance.....	21,502
" " 	21,098
Increase.....	504
Amount of Permanent School Fund.....	\$397,803 00
Amount appropriated annually by the State....	\$50,000 00
" " last year by towns.....	105,595 54
" from registry taxes.....	9,784 26
" " rate bills.....	4,920 44
Balance from year before last..	3,894 47
	<u>\$174,194 71</u>

Increase over last year.....	\$6,113 94
Amount expended on School Houses.....	17,578 29
Increase over last year.....	7,874 72
Annual appropriation for Normal School	2,500 00
“ “ “ R. I. Schoolmaster.....	300 00

The following table shows what sums were appropriated by the General Assembly, last year, for the support of the Indian School, and reformatory and benevolent institutions;

Indian School in Charlestown.....	\$75 00
Reform School in Providence.....	12,000 00
Butler Hospital for insane, deaf, dumb, blind and idiotic, insane poor.....	17,000 00
Total.....	\$29,075 00

It is charged against most school reports that they are too lengthy. I will take care that this shall not be the fault of the present one. I will call your attention to two or three considerations only,—and to these in as few words as I can,—and first :

THE IMPORTANCE OF TOWN SUPERINTENDENTS.

The business of education is not so widely different from all other business, as not to be governed by the same principles. All divisions of business require a competent supervision. The farmer employs his head man, because he knows that his farming operations will not be conducted skillfully and profitably without him. The manufacturer has his overseer, deems him indispensable, and compensates him accordingly. In every department of business the management and general supervision is confided to one or more men competent for the work. All organizations, corporate or otherwise, transact their business mainly through an agency,—and we all know that the smaller the number which constitutes such agency, the more efficient it is. It is a universal rule that the less divided the responsi-

bility for the performance of any work, the greater is the probability that the work will be done well.

When one thoroughly competent man is employed and compensated for his labor, the supervision is more frequent and careful. He feels that the character and efficiency of all the schools in the town depend upon his energy and faithfulness. He understands the peculiar condition and needs of all. It is his work, and he feels a special interest in it. He will see that the school house is properly arranged and under proper care and management. He will have an eye to the discipline and government of the school; taking care that the pupils are not injured by too intense application to study, or by too severe and injudicious methods of punishment. He will labor to secure a more uniform and correct culture, of mind and morals. The unfaithful teacher will feel his scrutiny, and will be more cautious. The faithful teachers will receive his encouragement and will be more efficient.

A competent and faithful superintendent will exercise more care in the examination of teachers. Many teachers are now admitted into our schools without any examination at all. No wonder that so many fail. It is no trifling matter to intrust the interests of a whole neighborhood of children to the guidance of a single hand. Care should be taken that the hand is competent to guide.

Again, a competent superintendent will select the best text books, those best adapted to the needs of the school. No one not frequently visiting the schools, and not thoroughly conversant with the science and art of teaching, can possibly make this selection judiciously. A great deal of meaning is wrapped up in the phrase, "a good text book;" and no one but he who is practically familiar with teaching can appreciate it.

It will be inquired, can not our school committees do all this as well as one superintendent? Experience answers

the question. They have not done it as well. Wherever a competent superintendent has been employed, there has been a uniformity, a simplicity and a vigor in the management of our schools, which did not exist under the old method of supervision. A superintendent, if he is compensated as he ought to be, (and this is always pre-supposed,) makes the supervision of primary importance. His visits are frequent. He not merely knows the schools and their teachers,—he is intimately acquainted with them. They are his, and he is amenable for their management. He has a responsibility and a personal inducement, which are wanting when the labor is divided among three or five persons, and these without adequate compensation.

In one of the towns of this State the teachers have held social meetings, under the direction of the very efficient superintendent, for the purpose of counsel and mutual interchange of thought upon all matters of educational interest, and especially upon those which relate to the best methods of government and instruction. The result is, a very largely increased interest in the cause of education in that town, and very much improved schools. Let all the towns do likewise, and in two years Rhode Island schools would be in the van. They are not much behind already.

It will be replied, this is all very well, but where shall we obtain the competent man? I answer, it will be here as everywhere,—demand always creates supply. Call for them and pay them well and they will come.

SPEAKING AND READING.

Sufficient care is not given in the schools to speaking and reading the English language correctly. Conversations and recitations,—both on the part of teachers and pupils,—abound in awkward and ungrammatical expressions. The power of language is one of the most remarkable gifts to

man. It is one of the mysteries that we should be able, by audible and visible signs, to convey to others, and receive from others thoughts and feelings, just as perfectly as we could do if thoughts and feelings were themselves audible and visible. It is of the first consequence that these should be well and correctly expressed ; that our conversation should be pure and proper.

Reading is, as a study, very imperfectly conducted, or very much neglected in all our schools. In not a few there are some classes which do not read at all. I have found some schools which had almost run mad upon Arithmetic, Geography and History, and where it was evident that it was considered quite an indignity that they should be required to read or spell. The young gentlemen deemed themselves too large for such exercises, and the misses were too far in their teens to be required to read and spell. The examination almost invariably proved that they were incompetent to do either the one or the other correctly. In one or two instances, no concealed indignation was manifested on the part of the teacher when exceptions were taken to the grossest violations of rhetorical reading.

I would especially enjoin upon those having the supervision of our schools, that more careful and critical attention be given to the studies of reading and spelling. See to it that they *are studies*. Let the lesson,—in reading for example,—be short, perhaps only one or two paragraphs. Let it be adapted to the age and comprehension of the pupil, so that it will be possible for him to read it understandingly. Then, when the lesson is assigned, let the teacher read it as well as he can, and require each pupil to repeat it, in precisely the same way, having regard to force, tone, stress, modulation, inflection, &c. This pre-supposes that the teacher reads well himself. Good reading is taught by a good model. But very many of our teachers are themselves poor readers. This is true. I know of but just

one way of correcting this and several other grievous evils, and this is, by the establishment of a State Normal School, in the city of Providence, upon a liberal base, so that it could, in connection with our city schools, employ a thoroughly competent teacher of elocution; so that all the teachers of the State could receive, without cost to them, such instruction as they so much need. Such an institution would be an unmeasured blessing. Our schools will never become what they ought to be until this is accomplished. I repeat it: what we need more than any thing else in this State, is a thoroughly equipped, *distinct* Normal School, and not a mere appendage to any academic institution, however worthy such an institution by itself may be.

Another very general fault in reading is, the pupils speak too low, as though there was no depth, volume, or compass to the human voice. I am pleased to learn that the rehearsal of "The Great Rebellion," in this city, has awakened the teachers and pupils to the seriousness of this defect. Good reading is of the very first importance. As a study, it connects itself with all other studies. There is no other study of the schools, of which we take so much into after-life. Upon this depends, in large degree, all future education and progress. Fellow school officers and teachers, let us see to it, that it be no longer so shamefully neglected.

MODIFICATION OF THE SCHOOL LAWS.

Permit me to call your attention, as legislators, to a single modification of our school law, the need of which has been long and very seriously felt. It would have received the approval of all your school superintendents, and by several of them, has been asked for. By the present law, trustees are authorized and required to employ teachers. (Title XIII; Chap. 65, Sec. 1, Revised Statutes.) It is asked that this power be taken from the trustees and given to the

School Committee, and for the following reasons: first, the School Committee are the men best qualified to make the selection. They are almost invariably the best educated men in the town. The choice is made from the whole town. The choice of trustee is limited to the school district, and the best qualified man may not be there. It is not affirmed that this is always so. There are some very excellent trustees,—every way equal to school committee men,—but as a rule it is not so. School committees are generally chosen as men of education, or experienced teachers, or as possessing some peculiar fitness for the office. Being so, they will naturally attach more importance to the duty of selecting teachers, and will exercise more circumspection in the discharge of the duty.

Again: trustees often select teachers because they are favorites, or in some way related to them, and not because of any peculiar fitness they may possess as teachers. This being so, it often becomes a very delicate matter for the school committee to reject them. In a town having thirty or more trustees, but only one or five committee men, this evil, even on the supposition that the committee was governed in some of their selections, by the same motives, would be greatly reduced.

Again: and this is a very important consideration; when a trustee makes selection of a teacher, it is for a particular district, and for no other. Now it not unfrequently happens that when a teacher is presented by the trustee for examination, he is found quite unqualified for the school for which he is selected, when, if the committee had the power of distribution, he might succeed very well in some other school in the town. This is a very serious disadvantage, and my attention has been called to it again and again by various school committees throughout the State. School committees being familiar with all the schools of the town, and understanding their various conditions and wants, could

make an adjustment which it is not possible for trustees to make.

It will be objected that this change will impose too onerous duties upon school committees, and that it will be found difficult to find men willing to assume the labors of the office. To this it is replied : that these men are the very persons who most desire the change, and simply because they are satisfied that the best good of our schools require the change. Trustees will not object, for the most of them now regard the office as an irksome task, and would be very glad of any diminution of its duties.

Many more arguments might be urged why this change should be made, but with these two or three suggestions, I will fulfill the promise that my report should be brief, and submit the matter to your wise discretion. For a more full discussion of the subject, I would refer you to the very able report of President Sears, made to the Legislature of Massachusetts, while he was chairman of the Board of Education of that State.

J. B. CHAPIN,

Commissioner of Public Schools.

OFFICE OF COMMISSIONER OF PUBLIC SCHOOLS, }
PROVIDENCE, R. I., January, 1866. }

REPORT OF THE TRUSTEES

OF THE

STATE NORMAL SCHOOL.

To the Honorable the General Assembly :

The Trustees of the Normal School ask leave to submit their Fifth Annual Report :

Mr. Kendall, the very excellent Principal of the School, retired at the close of the winter term, as intimated in our last report that he would do. This left the school in the charge of Miss Ellen R. Luther, who had been for several years connected with it, and who proved herself to be a teacher of much accomplishment and of marked ability. The uncertain condition of the school as to its future location, and whether the Trustees would be enabled and authorized by your honorable body to remove it to a more central and accessible location, (we mean accessible so far as it relates to the practicability of pupils from various parts of the State attending the School and returning to their homes on the same day, as was the case when it was located at Providence,) induced your Trustees to suspend the School from March until after the meeting of the Legislature at its May session. At a subsequent meeting of your Trustees, in April, the subject of connecting the School with the Providence High School was considered. A committee

was appointed to confer with the Committee and Superintendent of the Providence schools, but it was found that no satisfactory arrangement could be made that would be likely to prove at all advantageous to the Normal School.

Seeing no prospect of relief, your Board, at its quarterly meeting in July, suspended the School indefinitely. Thus it remains awaiting your further action.

Of the necessity of a well-established Normal School, and of the great good which such an institution always secures, no enlightened mind will doubt. To advocate its establishment, would be to repeat what has been said and written over and over again by the best educators of this and other lands. We will not insult your good sense by presenting you with anything further, either by way of illustration or argument. It remains for you, as wise legislators, to determine the time and the manner for securing a distinct Normal School, whose doors shall be freely open to all the teachers of the State.

The property of the School is under insurance, and is deposited in the High School building at Bristol.

The following account shows the disposition of the funds of the School :

RECEIPTS.		
Balance of annual appropriation for 1864,	- -	\$250 01
Appropriation for 1865,	- - - - -	2,500 00
		<hr/>
		\$2,750 01
EXPENDITURES.		
Salaries of Teachers,	- - - - -	\$286 50
Printing Appeal,	- - - - -	20 00
Expenses of Trustees, &c.,	- - - - -	79 19
		<hr/>
		\$385 .69
Unexpended balance,	- - - - -	2,364 32
		<hr/>
		\$2,750 01

Respectfully submitted in behalf of the Trustees,

J. B. CHAPIN, *Secretary.*

January, 1866.

APPENDIX.

EXTRACTS FROM SCHOOL REPORTS.

PROVIDENCE COUNTY.

CITY OF PROVIDENCE.

To the Honorable the City Council of the City of Providence :

Gentlemen :— The Special Committee, to whom has been assigned the duty of preparing for the Council and the citizens at large, the Annual Report of the School Committee of Providence for the year ending May 5th, 1865, find reason for gratitude to the Supreme Ruler of Nations, that the deadly strife of civil war has been so far from our doors ; and that epidemics have not prevailed so as to interrupt seriously the exercises of the schools. The past year, notwithstanding our civil embarrassments and the burdens attendant thereon, has been one of prosperity and success, so far as relates to educational affairs. Never, in any previous period of their history, have our Public Schools, as a whole, been in a more satisfactory condition than at the present time. This fact is specially gratifying when we consider that for four long, weary years the nation has been engaged in a domestic war of gigantic proportions, involving immense sacrifices of treasure and of life, and tending to interrupt and derange all ordinary and peaceful pursuits.

SCHOOL ORGANIZATION.— Our system of public instruction comprises one High School of eight classes or departments, of which three are for boys and five are for girls ; six Grammar Schools ; nineteen Intermediate Schools ; and twenty-two Primary Schools. Also one Grammar School, one Intermediate School, and two Primary Schools, for colored children. The average number of pupils in attendance upon these fifty-two schools, as appears from the Quarterly Reports

of the Superintendent, herewith submitted, is between seven and eight thousand. The Committee take pleasure in referring to these Reports of the Superintendent, not only for the valuable information which they give on various points of interest relating to the schools, but as evidence of the zeal and ability with which he has discharged the duties of his office. The whole number of teachers employed in the public service is one hundred and fifty, of whom twelve are males, and one hundred and thirty-eight are females.

SCHOOL COMMITTEE.—The general oversight of our Public Schools is entrusted to a School Committee consisting of the Mayor, the President of the Common Council, the Chairman of the Standing Committee on Education of the Council, and forty-two persons elected by ballot at the annual State elections in April. The High School, and each Grammar School district, is placed under the care of a Special Committee, who, according to the printed Laws and Regulations, visit and examine the several rooms in the High School, or the several schools in the district, at least once a quarter. When the citizens of Providence consider how much time is spent by the various members of the School Committee in the discharge of their arduous and responsible duties, and that too, without any compensation whatever, they cannot feel otherwise than grateful for their disinterested self-sacrificing services for the public good.

PRIMARY SCHOOLS.—Without remarking in general upon the various grades of schools, the Committee here take occasion to recommend that particular attention be given to the Primary Schools. They are the lowest in rank, being elementary, but their importance in the great work of education can hardly be exaggerated. They deserve and require most earnest and faithful supervision; more, it is to be feared, than they generally receive. It is here, as a writer has well said, "that the foundations of a future character and excellence are, or should be, laid; that a permanent impulse is, or should be given to the intellect, the affections and the will." These schools, of all others, should be in the care of teachers who love their work, and who, in addition to their gifts and attainments, are "apt to teach." Yet it is to be feared that not a few regard the duties of the Primary Room as a most wearisome drudgery, to be escaped from at the earliest opportunity. In passing, we may remark, so important does this matter appear to others, that in one of our western cities the salary of a Primary School teacher is made equal to that of teachers in the Intermediate and Grammar Schools.

COLORED SCHOOLS.—A vexed question which has engaged the attention of the School Committee for many years, and especially during the year that is past, is that of separate schools for colored children. Having been established for more than one-third of a century, shall they now be abolished? To a majority of the Committee it has seemed

unwise, to say the least, to suddenly change the present arrangement of the schools in order to conform them to the progressive spirit of the age, and to what at first sight appears to be the teaching of humanity and simple justice. While they gratefully acknowledge the services of the colored man in subduing the rebellion, and are disposed to grant him all his rights and privileges as a citizen, they cannot feel that it would be expedient, in the present state of public opinion, to introduce into the schools the dreaded elements of contention and strife. They have too great a regard for what they deem to be the best interests of the colored children themselves, to disturb their present peaceful relations by exposing them to unkind treatment on the part of those with whom they would of necessity be brought in daily contact, were the Pond Street and the Meeting Street Schools abolished. Whenever the time shall come for the proposed change to be made without injury to the colored children, and without detriment to the schools as a whole, the members of the Committee will most cheerfully lend their voice and their influence in favor of its accomplishment. In the ordinary course of human events, prejudice must soon yield to the rapidly changing sentiments of the people in regard both to slavery and the colored race. Then our Public Schools will be thrown open to all children and youth of a proper age, without any distinction whatever of nationality or complexion.

MORAL TRAINING.—The subject of the moral education of our pupils is one of paramount importance. By this is meant, not the inculcation of tenets and dogmas, or instruction in particular creeds and doctrines. All these religious distinctions are justly excluded from the public schools. Specific instruction in matters pertaining to religious faith and worship, is properly left to the family, the Sunday School, and the Bible class. But there is a broad ground of morality on which all meet in harmony. Principles which govern the conduct and the life, which form and sustain a high and honorable character, these should be inculcated and enforced in the daily training and culture of our youth. This most important part of all education, there is reason to fear, is too often neglected, amidst the throng and pressure of daily cares and toils. "Too much reliance," says a writer on this subject, "is placed upon instruction given elsewhere, forgetting that it is by line upon line, and precept upon precept, given everywhere, under every condition in which the child is placed, in the changing circumstances amidst which it is thrown, in the house, in the school, in the play-ground, when alone, and with its companions, that the training of the child to righteousness and holiness must be carried forward." The Committee would urge upon their fellow citizens a more earnest attention to this all-important subject.

HYGIENE.—Much attention has, of late years, been given to the subject of Hygiene. This the Committee also deem to be of the

utmost importance. It cannot have escaped the attention of educators, and especially of parents, that the requirements of our present system of public instruction are oftentimes apparently at variance with the laws of health. Indeed, a serious objection to our public schools is, that the regular hours are too much crowded with general exercises, and that the pupils are consequently compelled to devote to study the time which should properly be given to out of door recreations, and to home employments. This is an evil which can and should be remedied. Teachers should be strictly charged not to waste the time which belongs to the scholar, in needless explanations, protracted recitations, lengthy remarks, or in general exercises at unreasonable hours. The school room should be regarded and sacredly held as a place for quiet *study*, as well as for *recitation*. There is danger that, in the multiplicity of studies, in the introduction of singing and calisthenics, and in the various exercises of a modern school, the attention of the pupil may be diverted from his lessons, and his mind become emasculated by too much teaching, while his physical energies may not be properly developed, in consequence of over much study and confinement out of school hours.

EXPENSE AND TAXES.—The great increase in the expense of living consequent upon the war, and the comparative low rates of compensation heretofore allowed for the services of teachers, has rendered an increase in their salaries, a matter of necessity to the schools, as well as of justice to the teachers themselves. This has, of course, increased the expenditures of the city, swelling the appropriations for public instruction, including the amount received from the State, to nearly ninety thousand dollars. Large as is this sum, it will be found, upon comparison, that in no other city in New England is money thus appropriated, more judiciously and economically expended than in Providence. While here the cost for each scholar is but a little more than ten dollars per annum; in Boston, for example, the education of the same grade of scholar, costs nearly twice that sum. It is due to the members of the City Council to say, in this connection, that appropriations for educational purposes have thus far been made with promptness and liberality. Still, there are not a few of our fellow citizens, who feel that they are too heavily taxed for the support of public schools, and especially for the support of the High School; that education beyond the merest rudiments is a luxury to be enjoyed by those only upon whom Providence has conferred ample means; and that the mental and moral culture of the poor, at the expense of the rich, is uncalled for and unjust. Such were not the sentiments of our New England Fathers, and such are not in accordance with the teachings of history upon this point. It may not be regarded as out of place in this report, if we turn for a moment to the records, and examine, in brief, the lessons of the past in reference to the great subject of popular instruction.

FREE SCHOOLS IN MASSACHUSETTS.—In the autumn of 1636, the General Court of Massachusetts, over which body Henry Vane presided, voted four hundred pounds towards the creation of a public "School or College." This appropriation was equivalent to the Colony tax for a year. Regarded in that light, says Barry, a million of dollars at the present day would inadequately represent it. This was only six years from the first settlement of Boston. "Provision," to use the language of Palfrey, "had hardly been made for the first wants of life,—habitations, food, clothing, and churches. Walls, roads and bridges were yet to be built. The power of England stood in attitude to strike. A desperate war with the natives had already begun, and the government was threatened with an Antinomian insurrection." Through and beyond these dark complications of the present, the New England founders looked forward to the great necessities of the future, and cheerfully endured privation and toil, that they might advance human learning, and perpetuate it for the benefit of posterity. The special motive and object of all this are plainly indicated by the motto "Christo et Ecclesiae," on the seal of Harvard College or University, the foundations of which were thus laid.

In the early part of the previous year, provision had been made for instruction in the elementary branches of learning. At a public meeting held in Boston, on the 13th day of April, 1635, so runs the record, "It was generally agreed upon, that our Brother Philander Purmont shall be entreated to become schoolmaster, for the teaching and nurturing of children with us." In 1642, the General Court of the Colony, by a public act, enjoined upon the municipal authorities the duty of seeing that every child, within their respective jurisdictions, should be educated. Five years later, a law was passed making the *support* of schools compulsory, and education both universal and free. Every town of fifty families was bound to maintain a school, in which children should be taught to read and write; and every town of one hundred families was obliged to maintain a grammar school, the master whereof should be able to qualify youth for the University.

Thus, the early settlers of Massachusetts conceived, and, in their poverty, executed a scheme, which had proved too high for the intellect, and too vast for the power of every previous potentate or people. Universal education, at the public expense, was now inaugurated. On this rock, says the lamented Edward Everett, the infant settlement was laid, and on this it has ever rested. And more than two centuries of successful operation proclaim the firmness of the foundation, and the wisdom and beneficence that planned the structure. Every community in the civilized world awards it the meed of praise; and states at home, and nations abroad, in the order of their intelligence, are copying the bright example. To her free school system it is mainly owing that Massachusetts, with an area of but eight

thousand square mile, without mines or precious metals, with a sterile soil, a cold climate, and a "rock bound coast," has been enabled to rear and support, within her narrow limits, a population, according to the last census, of nearly a million, being a greater population, in proportion to her size, than that of any other State in the Union; and this besides sending forth, from year to year, a host of intelligent and enterprising emigrants to people the sunny lands of the South, and the fertile prairies of the West. To this, too, it is mainly owing that, in her political history, in commerce and manufactures, in science, literature and the arts, in statesmanship, in wealth, in efforts to ameliorate the condition of suffering humanity and to improve the human race, in everything that makes and constitutes influence, she has always held the first and foremost rank among all her sister States. True, there are political and moral causes for prosperity, which should not, says Everett, be overlooked. A free popular government, which extends an equal protection to all; a greater degree of practical equality than exists in any other highly civilized country; a traditional respect for the law; a good state of public morals; a pervading religious sentiment; these have all been conducive, in a greater or less degree, to the prosperity which Massachusetts, as a State, has so preëminently enjoyed. It need hardly be said, however, that some of these influences owe their existence to the intelligence which education has fostered and diffused in the community, and that all of them operate through that intelligence.

FREE SCHOOLS IN RHODE ISLAND.—More than a century and a half elapsed before Rhode Island followed the bright example of Massachusetts, in establishing free public schools. Perhaps there were grave reasons why she should be unwilling to imitate a State from which her founder had been banished, and in which her teachers of religion had been scourged and imprisoned "for conscience sake." These, however, are matters which it is not necessary to discuss in the present report. Whatever may have been the causes, it is certain that here the people, as a whole, have never been peculiarly favorable to schools or institutions of learning. Providence has manifested more interest in them than the other towns, yet, even here, the record, until within a comparatively recent period, is not especially flattering. It may be gratifying to the public to have the facts pertaining to the origin and early history of our own free public schools, embodied in pamphlet form, for circulation and future reference.

ORIGIN OF FREE SCHOOLS IN PROVIDENCE.—In the spring of 1770, the Rev. Dr. James Manning, President of Rhode Island College, now Brown University, removed from the town of Warren and settled in Providence. He found here a population of less than four thousand inhabitants, not a few of whom were unable to write even

their names. Whatever efforts had previously been made by the town in behalf of popular instruction, and they may be found recorded in full in Staples' "Annals," "Schools, at this period," says the late Samuel Thurber, "were but little thought of," and ignorance and her twin sister, prejudice, generally prevailed. Dr. Manning at once addressed himself to the work of "enlightening and informing the people," in which, again quoting the words of Thurber, he "did great things." Under his genial and all pervading influence, schools of various grades were established, the present commodious and elegant meeting house of the First Baptist Church was built, and the forms of worship, especially in his own religious denomination, were greatly improved. For this work he was singularly well adapted by nature, and qualified both by position and superior culture and attainments. He was himself the Principal of a Grammar or Latin School, in addition to his duties as a College instructor, and for many years, even until the day of his death, he was the Chairman of the School Committee of the town. Through the columns of the weekly press, and by means of private conversation and public addresses, a feeling was awakened, on the part of the people, in favor of popular education. In creating and developing this feeling or sentiment, Dr Manning was greatly assisted by his friend and associate the Rev. Dr. Enos Hitchcock, Pastor of the First Congregational Church, and for many years a prominent Fellow of the College.

At length, the favorable time seemed to have arrived for the establishment of free public schools in Providence. At the annual town meeting held on the 6th day of June, 1791, the subject came up in the form of a petition, praying that a sufficient number of schoolmasters be appointed to instruct all the children in town, at the public expense. The petition was read and referred to the School Committee, consisting, besides the Chairman, Dr. Manning, of the Rev. Dr. Hitchcock, the Rev. Joseph Snow, pastor of the Beneficent Congregational Church, the Rev. Moses Badger, pastor of St. John's Church, the Rev. Jonathan Maxcy then the youthful Pastor of the First Baptist Church, and Messrs. Jabez Bowen, Moses Brown, John J. Clark. David Howell, Theodore Foster, John Dorrance, Welcome Angell and Benjamin Bowen. The consideration of the subject, says the "*Providence Gazette*," was referred to the adjournment, on Monday next, (June 13,) :—and the School Committee were requested to report, at that meeting, rules and regulations for the government of such Schools, &c. From the almost unanimous approbation this important measure received from all quarters, "we anticipate," says the *Gazette*, "with the greatest pleasure, the happy consequences that may be reasonably expected to result from an establishment which will do honor to the town, be of infinite service to the rising generation, and which must interest every humane mind in its final success. We cannot close this article without saying, what we deem it but just should be generally known, that a number of the most opulent gen-

tlemen in town, who will pay largely on this establishment, have interested themselves warmly in its favor."

At the next meeting, the Committee found themselves unprepared to report in full upon a subject of such vast importance, and again the meeting was adjourned until the first Monday in August. Meanwhile the matter was discussed in the columns of the weekly press, and the advantages of free public schools were fully and ably set forth. In the *Gazette* for Saturday, July 30, every male inhabitant, and heads of families especially, are requested to lay aside other concerns, "and attend on the town meeting next Monday, in the afternoon, to consider and decide on the important measure of establishing town schools." The report presented on that memorable occasion was prepared by Dr. Manning, but the author, alas! was no longer living to advocate, and, by his resistless eloquence, enforce its claims. On the Friday previous to the meeting, he had ceased from his earthly toils and labors, after a brief illness of less than a week. We may be pardoned if we introduce here this remarkable report in full, embodying as it does, in clear and decisive language, the great fundamental principles for which the advocates of popular education must always contend, and constituting in reality the CHIEF CORNER STONE of the FREE SCHOOL SYSTEM of Providence.

REPORT OF THE SCHOOL COMMITTEE IN 1791.—At a town meeting of the Freemen of the town of Providence, held, by adjournment, at the State House, on Monday the 1st day of August, 1791.

WHEREAS, the School Committee, who were, on the 6th and 13th days of June last, appointed and continued to make report respecting a petition pending before the meeting, for the erection of schools in this town, the expense whereof is to be paid out of the town treasury, presented the following report, to wit;

To the Freemen of the Town of Providence, to be convened next by adjournment, the underwritten members of your School Committee, in pursuance of your resolution at your last meeting, report:

After the most deliberate and mature consideration of the subject, we are clearly of opinion, that the measure proposed by the petitioners is eligible, for many reasons:

1st. Useful knowledge generally diffused among the people is the surest means of securing the rights of man, of promoting the public prosperity, and perpetuating the liberties of a country.

2d. As civil community is a kind of joint tenancy, in respect to the gifts and abilities of individual members thereof, it seems not improper that the disbursements necessary to qualify those individuals for usefulness, should be made from common funds.

3d. Our lives and properties, in a free State, are so much in the power of our fellow citizens, and the reciprocal advantages of daily intercourse are so much dependent on the information and integrity of

our neighbors, that no wise man can feel himself indifferent to the progress of useful learning, civilization, and the preservation of morals, in the community where he resides.

4th. The most reasonable object of getting wealth, after our own wants are supplied, is to benefit those who need it ; and it may with great propriety be demanded,— in what way can those whose wealth is redundant, benefit their neighbors more certainly and permanently, than by furnishing to their children the means of qualifying them to become good and useful citizens, and of acquiring an honest livelihood ?

5th. In schools established by public authority, and whose teachers are paid by the public, there will be reason to hope for a more faithful and impartial discharge of the duties of instruction, as well as of discipline among the scholars, than can be expected when the masters are dependent on individuals for their support.

These, among other reasons, have led your Committee to investigate the means of accomplishing an object so desirable as the establishment of a competent number of schools in this town, to be supported at the town's expense. The Brick School House and Whipple Hall are buildings conveniently situated for our present purpose ; but, as the former is, in part, and the latter wholly, private property, it will become necessary that the individual owners should be compensated, and the entire property of those buildings vested in the town.

The large number of inhabitants on the west side of the river renders it indispensably necessary that a suitable School House be erected on a lot to be provided for that purpose on that side of the river. It would also be proper that a fourth School House should be provided on a convenient lot to be procured near the lower end of the town.

When your Committee consider, that, according to the late enumeration, there are in this town twelve hundred and fifty-six white males, under sixteen years of age, they cannot estimate the number of scholars lower, than to require, at the Brick School House, a principal Master and Assistants ; at the School House on the west side of the river, a principal Master and Assistants ; and a principal Master and Assistants at each of the other School Houses ; to be appointed by, and amenable to, a committee to be chosen by the Freemen annually assembled according to law, to be called the Town's School Committee, for the time being ; by whom also the salaries of such teachers, from time to time, shall be contracted for, and paid by orders by said Committee, drawn on the town treasury. The Assistants to be occasionally appointed, when need may require.

Your Committee are further of opinion that, all the aforesaid schools be subjected to such rules and regulations, from time to time, as may be devised and formed by the School Committee, for the time being, after the same shall have received the approbation of the Freemen of this town, in town meeting legally assembled.

And as the Society of Friends have a convenient School Room of their own, and choose to educate their children under the tuition of their own members, and the direction of Committees of their own Meeting ; it is recommended, that they receive, from time to time, of the money raised for schooling, according as the proportion which the number of scholars in their school shall bear to the whole number educated out of the town's funds, to be ascertained by their Committee to the Town's Committee, who are to give orders on the town treasury for the same, as in the case of other schools ;— their school being open to the Town's Committee, for their inspection and advice in regard to the moral conduct and learning of the children, not interfering in respect to the address or manners of the Society, in relation to their religious opinions.

Finally, your Committee recommend, as new and further powers are hereby proposed to be granted to, and exercised by, the Town's future School Committee, which were not in contemplation at the time of their appointment, that they have liberty to resign their places, and that a School Committee be appointed for the Town of Providence, to remain in office till the next annual choice of Town Officers, and instructed to report the rules and regulations aforesaid to the next town meeting : That a committee be also appointed to contract, in behalf of the town, for suitable lots where to build the two new School Houses proposed to be erected, and to form plans and an estimate of the expense of such buildings ; and to report the same to the next town meeting : That said committee last mentioned also inquire and report on what terms the proprietors of the Brick School House and Whipple Hall will relinquish their claims to the town.

JAMES MANNING,
ENOS HITCOCK,
MOSES BROWN,
JOSEPH SNOW,
MOSES BADGER,

JABEZ BOWEN,
DAVID HOWELL,
BENJAMIN BOURN,
JOHN DORRANCE,
THEODORE FOSTER,

WELCOME ARNOLD.

PROVIDENCE, July (7th month,) A. D. 1791.

And the said report having been duly considered, *It is Voted and Resolved*, That the same be received and adopted, except as to the resignation of the School Committee, who are hereby continued, and directed to draft rules and regulations for the government of said schools, and to make report at the next town meeting.

It is further Resolved, That Messrs. Moses Brown, John Brown, Welcome Arnold, Edward Thurber, Charles Keene, Zephaniah Andrews and Charles Lippitt, or the major part of them, be and they are hereby appointed a Committee to procure the lots in said report mentioned ; to inquire the terms on which the proprietors of Whipple Hall, and the Brick School House, will relinquish their rights in said buildings to the town ; to estimate the expense of the two new School

Houses, and to perform all other business required of the Committee last mentioned in said report; and that they also make report to the next town meeting.

Ordered, That these resolutions be published in the newspapers in this town.

A true copy — witness,

DANIEL COOK, Town Clerk.

The foregoing Report, it will be seen as above, was adopted, and a Committee was appointed to procure lots, make inquiries, &c., and make report at the next town meeting. Here the matter was permitted to slumber until September, 1792, when the town resolved to establish Free Schools, and the Town Council was directed to carry into effect the recommendations and provisions of the aforesaid Report of the School Committee. Three years later, the said Report was again revived, and again the Town Council was directed to carry its provisions into effect. Why these early efforts in behalf of Free Public Schools failed, for the time being, cannot perhaps be certainly and definitely known. It may be that the sudden removal by death of Dr. Manning, who appears to have been the prime mover in the enterprise, retarded for a while the good cause. Possibly the recommendation of the report in favor of a separate school for the Quakers, or Friends, may have been the main difficulty in the way. "It would have been indeed humiliating," says Staples, "if public education had been subjected to evident sectarian influence by the descendants of those who had first severed all connection between religion and civil government," or, if we may add a qualifying expression, between Church and State.

In 1800, commenced a new era in the annals of education in Rhode Island. During this year, the General Assembly passed their first act in relation to the establishment of Free Schools in every town. The subject had been brought before the House of Representatives, in the form of a memorial and petition of the Providence Association of Mechanics and Manufacturers, drawn up and presented by the late venerable John Howland. To the influence of this organization of the working classes, so to speak, and especially to the indefatigable exertions of Mr. Howland, we, at the present day, are greatly indebted for the blessings of popular instruction. The act of the Assembly met with great opposition and was soon afterwards repealed, but not before Providence had purchased of the proprietors their interest in Whipple Hall and the Brick School House, and built a new house in the lower part of the town, and another on the west side of the river, thus establishing four Grammar Schools, in accordance with the provisions of the report of 1791. A tax of six thousand dollars was ordered, which, with other funds, were appropriated toward carrying the system into operation. The first School Com-

mittee under the aforesaid act of the General Assembly, was appointed by the town in August, 1800. It consisted of the Rev. Dr. Maxcy, Manning's successor in the presidency of the College, the Rev. Dr. Hitchcock, the Rev. Stephen Gano, pastor of the First Baptist Church, and Messrs. William Jones, James Burrill, Jr., John Howland, Jabez Bowen, David L. Barnes, Amos M. Atwell, and John Carlile. The schools were opened on the last Monday in October, 1800, and on the 23d of December following, there were in attendance 180 pupils in the First District, 230 in the Second, 240 in the Third, and 338 in the Fourth, making a total of 988 pupils, out of a population of 7615.

From this time onward, the successful career of Providence has afforded a happy illustration of the oft repeated maxim, that the growth of knowledge is the growth of sound principles and pure morals. As a city, she now ranks the second in New England. Her ascending series of excellent Free Public Schools affords to the entire population the means of elementary education, of which the poorest as well as the wealthiest citizen may avail himself. Her High School prepares the youth for College, for the counting room, the office of the engineer, the shop of the artisan, the field of war, and for whatever employments in life they may be destined. It disciplines the mental and moral faculties, improves the taste, and promotes and cherishes a desire and love for knowledge. The noble University, whose first Centennial has but recently been celebrated, and the Athenæum, founded by the liberality of her great hearted and philanthropic merchants, crown and perfect the work. Far distant be the day when short sighted economy, or selfish, narrow minded municipal policy shall sap the foundations of the glorious structure of FREE PUBLIC SCHOOLS, which our fathers have reared and the men of the present day thus far sustained, with such praiseworthy self-sacrificing efforts, and with such gratifying and successful results.

Respectfully submitted.

REUBEN A. GUILD,
CHARLES T. ROBBINS,
FREEBORN COGGESHALL.

Providence, May 25, 1865.

QUARTERLY REPORTS OF THE SUPERINTENDENT.

July, 1864.

To the School Committee of the City of Providence.

Gentlemen:—There have been no important changes, the past term, in the character and condition of our schools; neither have there been any very marked improvements or decided failures either in teaching or in discipline. Many schools might be better taught and more efficiently governed, were teachers more earnest and faithful in their labors. A few schools have not been kept up to the high stand-

ard to which they have been carried. There has evidently been less effort and earnestness than in previous terms.

Objections have been frequently brought against our schools and school system, on the ground that pupils are forced too much, and are compelled to study more than they ought, and that girls, especially, suffer from having imposed on them too severe tasks. These objections are deserving of serious consideration, and if true, our schools and school system should be so modified and changed that the evils complained of should at once be remedied. It is no doubt true, and lamentably true, that a large number of girls and some boys, attending our schools, suffer from an over-excited brain. Their whole nervous system is deranged and their physical energies impaired, and premature death or insanity is sometimes the fatal consequence of this violation of Nature's laws. Are our schools responsible for this breaking down of the health and strength of so many promising youth? Is it the fault of our schools alone, or in part, that so many carry the honors of their graduation to an untimely grave? This is an important question, and should be thoroughly considered. From a very careful examination of this subject for a series of years, I am fully satisfied that our schools are not responsible for the decay of physical strength and vigor that is so often lamented; but that there are other causes which are producing these disastrous results. It is the mental excitement *out of* schools, and the palpable violation of the very laws of life, to which these evils are to be attributed.

It is the light literature of the day, and the vile trash with which the press is teeming, that is so sadly weakening and deranging the mental organism of the young. It is not the study of our schools alone, but the sensation tales and stories in the Ledgers and Dime-Novels that are undermining the health and corrupting the morals of the youth of the present day. To be convinced of this, we need only to visit our circulating libraries and our periodical depots to learn what a mass of crude, puerile, and often objectional matter is furnished as food for the mind. This is being devoured with the greatest eagerness by most of the pupils attending our schools; and the inevitable consequence is, that their brain and nervous system are excited to the highest intensity of feeling, and all their worst passions aroused.

It is not easy to enumerate all the evils produced by this excessive excitement of the passions and the brain. A large number of pupils, even in the dead hours of night, are intensely engrossed in the perusal of works, on no page of which ought the eye of youth ever to rest. Such a practice, besides its immoral tendency, completely destroys all the disciplinary power of our schools. Habits of continued, patient, concentrated thought, are broken up; and a large part of that which is learned in school is crowded out of the mind and is soon forgotten.

Parents sometimes complain that their children are obliged to study four or five hours out of school to learn the lessons, assigned them. This is undoubtedly true, but the difficulty is not in the length of the lessons, but in the condition of the mental power, that has been rendered unfit for study or for any concentrated effort. Let any one make the trial, and attempt to demonstrate a proposition in Geometry, after his mind has been inflamed by a glowing and graphic description of the vices and follies of some imaginary monster, and he will no longer be disposed to complain that the ordinary tasks of the school room are too long. His own experience will teach him where the difficulty lies.

There are, doubtless, some few children who are injured by studying too much in school. Those of a delicate frame and feeble constitution may, if they are ambitious to excel, tax their minds to severely, but these are exceptions to the general rule, and ought to be carefully watched both by parents and teachers. But where there is one injured by studying too much, there are hundreds who might and ought to study more. The lessons now assigned to be learned in our schools are not two-thirds of the length they were formerly.

The remedy for the evil complained of must be sought in the vigilance of parents and in the united efforts of the friends of education. The public taste is evidently becoming more and more vitiated every year, as the demand for these poisonous publications is constantly increasing. The vilest and most objectionable of them are now being scattered broad cast, and, like the frogs of Egypt, are filling every part of our land.

Objections are sometimes urged against our schools that the teachers are negligent in their supervision of the school yards and grounds, and that there is often a want of neatness in and around the schools. Such things ought not to be. There is no duty of a teacher more important and imperative than that of inspecting, daily, every part of the school premises, so that nothing can be seen that will leave a stain upon the youthful mind. Many of our school yards, with but little labor and expense, can be ornamented with shrubbery and flowers and rendered attractive and pleasing to the eye. Such aids to education should not be overlooked or undervalued. They are of great utility in the formation of whatever is beautiful and lovely in character. Early impressions remain through life and tend either to elevate or debase the mind. A taste for the beautiful, both in nature and art, cannot be too early or too assiduously cultivated. And the first lessons may, very wisely, be taught in the school room.

The whole number of pupils that have been registered the past term is 7,588. Of this number, 252 have been received into the High School, 2,013 into the Grammar Schools, 1,813 into the Intermediate Schools, and 3,509 into the Primary Schools.

NOVEMBER, 1864.

To the School Committee of the City of Providence :

Gentlemen :—The results of the examinations recently made, are, on the whole, as satisfactory as in any former term. We have now but a few schools that are not in a good condition—a much smaller number than ever before. There is yet, however, much to be done to elevate all our schools to a still higher point of excellence. Parents and committees should manifest a higher appreciation of the incomparable value of public education, and should show a deeper interest in the welfare of our schools, by a more active co-operation and sympathy with those who are engaged in the arduous duties of bringing them up to the highest standard. Unless supported liberally and generously by public sympathy, our schools must languish, and fail of that vigor and efficiency they might and ought otherwise to possess.

It has been my purpose in previous reports, to point out what teachers should avoid and what they should aim at, to perfect their work. This I shall continue to do, although many of the suggestions I shall now make I have before made; but so long as errors and faults exist, teachers should be warned against them.

One of the first requisites for a good school is good order. A school that is not well governed is comparatively worthless. A teacher may possess every other qualification in an eminent degree, but, if he cannot discipline his school wisely and judiciously, he is not fitted for the responsible position he occupies. It is a great mistake to suppose that obedience can be best enforced by a stern, harsh and repulsive manner. Those who act under this belief will sooner or later assuredly fail. A gentlemanly and courteous demeanor is never incompatible with firmness and decision, in maintaining the right.

The most common mistake made by teachers, is, they govern too much. They have too much machinery and too many rules. They are not systematic and uniform; sometimes they are rigid and exact in enforcing obedience, and at other times they are indulgent, careless and lax. Much valuable time is often wasted in inquiring into what may be called petty offences and the violation of some useless regulation in school. The laws of a school should be few and of a general character, and always so clearly stated as never to be misunderstood. Many teachers err in announcing to the school before hand, the exact penalty for each offence. This is a great mistake. No one can decide wisely what ought to be done in any particular case till it occurs. This should be determined by an examination of all the facts and circumstances connected with it. Disobedience that is the result of thoughtlessness and inattention, should never be punished in the same way as that which is deliberate and willful. Teachers often feel compelled to inflict corporal punishment because they have threatened it, when they would not have inflicted it, if it had not been threatened. By such injudicious punishments the moral force of discipline is entirely lost.

The veracity and honesty of pupils should never be doubted, without the most decisive proof, and when this exists, it should never be proclaimed to the school, but should be corrected by personal and private interviews with the pupils. Corporal punishments are not proper means to enforce moral duties. The conscience is not moved or softened by the infliction of bodily pain. There are motives, however, which a skillful teacher knows how to use with effect. Nothing is ever gained in disgracing a pupil in the eyes of his companions, but a great moral force is lost. The teacher who is continually telling his scholars how stupid and how bad they are, seldom, if ever, gains access to the conscience and the heart.

One of the most imperative duties of teachers is to make continued efforts to render their schools as attractive and pleasant as possible. This is especially important where the pupils are of that age when they begin to feel the confinement and restraints of the school-room to be irksome. Many attend school who have no natural love or taste for study, and who are not old enough to judge wisely what is best for their future good. Such do not and cannot appreciate the full value of a liberal education. Much can be done to interest and to gain the confidence of such scholars. By kind attention, by sympathy, friendly caution and advice, an influence may be exerted for good that shall extend through their whole life. There are many attractions in this city, for the young, to divert their minds from their studies and to draw them away from school. Almost every conceivable temptation is thrown around them to entice them into the forbidden paths of vice. Our schools, as far as possible, should become barriers against the evils which are assailing them on every side. Parents and teachers should unite heartily and perseveringly to save every child from the threatening ruin.

There are mistakes in teaching as well as in discipline, that ought to be avoided. The most prominent fault in teaching now noticed is, that pupils are taught words without ideas. This practice has been pointed out and condemned in almost every Teacher's Institute, and in every educational journal, and yet there is no error into which young teachers especially are more prone to fall. The memories of children are crowded with words, and terms, and processes, but their perceptive and reasoning faculties are seldom called into activity. Many teachers tell their pupils that they must think and reason, but do not explain to them what thinking and reasoning are. They do not point out clearly the first steps in each process, and lead them along gradually and pleasantly, till they have acquired strength and confidence to trust in their own powers.

Some fall into the opposite error. They explain too much. They leave but little or nothing for the pupil to do for himself. Instead of teaching how to think and reason, they think and reason for him; and all that is required is to commit to memory the processes after they have been reasoned out. Such methods of teaching should be most

studiously avoided. It would be no more absurd for a nurse to attempt to teach a child to walk by carrying him continually in her arms, than to expect that the reasoning powers of children will be developed and cultivated while the thinking and reasoning is performed for them. Many attempt to explain what needs no explanation. They do not discriminate between those studies which are acquired solely or mainly by an effort of the memory and those which are acquired by a process of reasoning. The memory is undoubtedly the first faculty that is called into active exercise; and this should be most assiduously cultivated.

Teachers sometimes err in assigning lessons that are too long and too difficult, so that pupils are too often discouraged and lose their interest in their studies and in their school, or else over-exert themselves and suffer both in body and mind in consequence. This error, by no means uncommon, should be most carefully guarded against. Great skill and judgment are required in always adapting the lesson to the understanding and capabilities of the pupils; without this, no teacher can be eminently successful. There are great diversities in pupils in their ability to understand a principle or to comprehend an explanation. What will suffice for one-half of a class will be wholly inadequate for the remainder. The dull scholars, and not the bright ones, should receive the special, personal attention of the teachers. There is also another extreme to be avoided. Not unfrequently too little is required of pupils. The tasks are so easy that scarcely any mental effort is needed to master them. They are compelled to review what they have passed over, so many times, that there is no stimulus arising from the pleasures and consciousness of new acquisition. And, as a consequence, they become idle, careless, and often subjects of discipline. Besides all this, much precious time is wasted, and the most valuable discipline of mind lost.

There has been a diminution in the number of children attending school the past term. Roman Catholic children continue to leave to attend private schools of their own. More than seven hundred have left within two years. Nearly one hundred have recently left the Hospital Street School, so it will be necessary to close one or more rooms. The whole number of pupils registered is 7,410. There have been received 287 into the High School, 1,875 into the Grammar School, 1,774 into the Intermediate, and 3,534 into the Primary Schools.

FEBRUARY, 1865.

To the School Committee of the City of Providence :

Gentlemen : — Our schools have suffered, the past term, more from absence and irregular attendance than in any previous term of which there is any record. Much of this absence has been caused by sickness, which has been unusually prevalent in every part of the city. In some schools the attendance has not been sixty-five per cent. of the

whole number belonging. With such obstacles, the usual satisfactory results ought not to be expected. In most of our teachers there has been no lack of interest or of earnest and faithful effort to improve and elevate their schools. In the High School, in particular, and in the Grammar Schools, the instruction has never been more thorough and of a higher order. I regret to add that we still have schools that might and ought to be improved. While the Committee should be extremely careful that no injustice be done to any teacher, they should also not fail to protect the rights of children, in providing for them that thorough instruction which is justly their due.

There are but few duties more delicate or difficult to perform than that of deciding upon the true character and condition of a school, and awarding, both to teachers and pupils, that praise or censure which they most truly deserve. Different examiners have different standards of excellence by which they judge of a school, and these are sometimes of an opposite character, so that the same school may be by one standard considered excellent, and by another, almost worthless. Many judge of a school by its appearance at the examination at the close of the term, without making any inquiry how such results have been obtained. If the school is orderly, the recitations prompt and accurately recited, and most of the questions answered correctly, they decide, without hesitation, that the school must be a good one, and that teachers and pupils are deserving of high commendation. But at such an examination, or rather exhibition, it does not appear how long the scholars have been preparing to exhibit themselves in this creditable manner. None but those most interested know how many times the same questions have been asked and repeated during the term. Many teachers feel that the reputation and character of their schools depend upon the show they can make at these quarterly exhibitions. So long as this is the case, their main efforts will be to secure, some way or other, the approbation of the Committee on these occasions; and they will have before them continually a temptation too powerful for most to resist — to review previous studies unnecessarily — to make but slow progress and to keep back their brightest scholars, that they make a brilliant show.

Some make good order and discipline the criterion of excellence in a school. If the pupils sit erect and motionless like little statues, fearing to turn either to the right or left, lest they should break some petty and unnecessary rule, and are watched by the teacher with an eagle eye, and with the rattan ready to inflict a blow for the slightest movement, whether it be involuntary or otherwise, they are too ready to decide that such a school must be in a most excellent condition, and teachers are often misled by the approbation they receive from visitors for such kind of rigid discipline. There is also great liability to err in forming a correct judgment of a school by comparing one with another of the same grade, without making due allowance for the superior advantages and the greater facilities one has over the other.

In some, the attendance is much more regular and constant than in others. The per centage of absence in our schools varies from two per cent. to forty. Many teachers receive very important aid from the coöperation of parents. This can be fully appreciated by those only who have to conduct their schools without it. Truancy, with its train of evils, which never have been and never can be adequately portrayed, casts its blighting influence unequally in different parts of the city. Some teachers have to struggle and contend continually against it, while others have much less annoyance from this source.

The standard of scholarship in each grade is not always the same. There is frequently a great difference in this respect. This must, of necessity, be the case where the population is fluctuating. When the lowest grade of a school is crowded, the scholars in the next higher must be advanced to make room, even if they are not fully prepared for promotion, so that a comparison with other schools would be not only unfavorable, but also unjust to teacher and scholars. In forming a correct opinion of a school or in judging of the character and efficiency of a teacher, we should, in the first place, ascertain how much has been accomplished in a given time, and whether this is advance or review. This is absolutely essential to a correct decision. We should then carefully examine how perfectly and thoroughly the work has been done, and what have been the facilities the teacher has enjoyed, and what obstacles and hindrances he has had to encounter. These should have their full weight and influence in making up our judgment of a teacher or a school. There are other considerations, also, which should be taken into the account. The methods of teaching and kind of discipline are by no means to be overlooked. A teacher may be successful in securing obedience to his authority, he may know how to adapt his explanations exactly to the capacity and comprehension of each pupil, and the recitations in all the studies may be prompt and nearly perfect, and yet he may be far from being a teacher of the highest order. This discipline may be harsh, unfeeling, and unnecessarily severe, and there may be but little or no sympathy between him and his pupils. The moral power of personal intercourse may be entirely wanting, and the relation of teacher and pupil may be rather of a military than a parental character.

But the highest qualities of a teacher and the most valued characteristic of a school cannot be subjected to any test or examination. They can be fully appreciated only by the pupils themselves, and by those who see the fruits in an after life. A true teacher has higher motives of action than the approbation of those who employ him. His reward comes through the consciousness of having discharged his whole duty. The routine of the school room he regards as an indispensable and important work, and he prepares himself for it daily, that it may be performed in the most unexceptionable manner; but he does not rest satisfied with this. There is something nobler at which he aims — the formation of a character, pure, elevated and enduring when all else shall fail.

As a method of teaching somewhat novel has been revived and recently urged upon the attention of our teachers, it may be well to point out some of the errors that may result from its adoption. I refer to what is called object or representative teaching. I am not disposed to object to all that is included in this method. There is in it much that is valuable, and in the hands of a skillful teacher it will give life and power to his teaching. But inexperienced teachers, who do not understand its proper limits, nor know how to apply it, often make the most ludicrous caricature of teaching that can be imagined. One of the common errors to which teachers are prone, and which attracts the attention of examiners of schools, is that of crowding and burdening the memories of children with words without ideas. This has often been pointed out as a great fault, and should be most assiduously avoided.

To remedy this, the object method has been introduced, which often leads to the opposite extreme. One of its fundamental principles is that pupils should never attempt to commit anything to memory which they do not fully understand. This error is equally fatal to all successful teaching. There can be no question of the very great utility of visible objects in quickening and aiding the memory, in making all teaching life-like and real, in giving substantial verity to every mental act. And this, undoubtedly, has been undervalued and too much neglected by the great body of teachers. The perceptive faculties of children have not been called into actual exercise as often as they ought to have been. Pupils, after learning the names of objects, should associate with them their form, color, qualities, and uses. Under proper limitation this is wise and skillful teaching. But to require children to understand the meaning of every word before learning to spell them, and to have clear and correct ideas associated with every word in a sentence before reading it, is not only impracticable, but preposterous and absurd; and how any one who has had any experience in teaching could adopt and advocate such a theory, is unaccountable. The first step in teaching children how to spell, is to require them to make certain articulate sounds, and then to connect, by an effort of memory, the proper representations of these sounds, whether they be letters or words. The knowledge of the meaning or the use of words, if it could be acquired, would not aid the pupil, in the least, in learning to spell it, but would, in most cases, be a hindrance by distracting his mind, and thus lessening the impression on the memory. The same is equally true in regard to the first exercises in reading. Pupils can acquire distinctness of articulation and correct pronunciation, which are the prime elements of all good reading, quite as well, and even better, without a knowledge of the meaning of words than they can with this knowledge. This is in accordance with that well known and established principle, that when the mind is concentrated upon one thing at a time it can accomplish it better than when distracted by several objects.

It is also a significant fact that children learn to spell much more readily when young than they do after they become interested in other studies. Every teacher of experience understands this. But after they have learned to spell and pronounce correctly the names of objects, then they should be made acquainted with their form, qualities and uses. And this can be best done by visible representations. The process is similar in reading. When children have acquired a clear and distinct articulation, and can pronounce words at sight, readily and correctly, then, and not till then, are they prepared to advance another step, and to learn the meaning of words when used singly, and when arranged in sentences. It will then be proper to teach gradually, tone, modulation and emphasis.

Frequent mistakes are committed in making children acquainted with the meaning of words. They are often required to explain or define the meaning of a word of which they are ignorant, by the use of another of which they know even less. This is quite common in some of our school books. The only true method is to explain and illustrate what is unknown by that which is well known. A child must be taught to employ a word to express thoughts and ideas of his own, before he can understand its meaning or its use. He may learn to define words as they are defined in some of the *Primary School Dictionaries*, as follows: A letter is an epistle, and an epistle is a letter; an event is an incident, and an incident is an event; jagged is jaggy, and jaggy is jagged; astonishment is amazement, and amazement is astonishment; and he may be both astonished and amazed at how much he knows, but the bright and happy vision will, sooner or later, pass away like mist, before the true light of knowledge.

The number of pupils registered the past term is smaller than in several of the preceding terms. The whole number is 7119. In the High School there is 269; in the Grammar, 2122; in the Intermediate, 1891, and in the Primary, 2837.

MAY, 1865.

To the School Committee of the City of Providence :

Gentlemen :—It is fitting, in this sad hour of our nation's grief, to endeavor to trace out the origin of the dire calamities that have befallen us, and to ascertain what connection they may have had with a false or defective system of education.

At first view it has seemed impossible to account for a rebellion so causeless and of such fearful magnitude, in an age so enlightened as the present—a rebellion unparalleled for fiendish atrocity, in the darkest ages of the world's history. Pagan Greece and Rome would have shrunk with horror from the savage barbarity that has characterized this treasonable warfare. But a more careful examination into the social and civil condition of the revolted states, discloses the prime cause of all our woes. Slavery, the curse of man, has covered our nation in sackcloth and filled our homes with mourning.

It is this accursed institution that has blighted the fairest portion of our land. Its influence is seen and felt in every member of the body politic. It has changed and modified all the relations of life. It has degraded labor and established an indolent and pleasure-seeking aristocracy. It has divided society into distinct classes, separating them by almost impassible barriers, thus rendering universal and popular education wholly impracticable. In the training of the young, their moral nature has been almost entirely ignored and the culture of the heart and conscience sadly neglected. By one class, intellectual refinement and courtly etiquette have been regarded among the noblest virtues. The laws of chivalry have often been established for the laws of God, and the skillful use of the bowie-knife and the revolver has been a passport to the best society, and deemed the highest accomplishment of a gentleman.

A high moral and Christian culture are utterly impossible amid the abominations of slavery. It is but solemn mockery to attempt to inculcate moral precepts when they are universally violated with impunity. How can children be taught to love their neighbors as themselves, when their neighbor's dearest rights are taken from them and trampled in the dust?

How can they be taught to do to others as they would that they should do to them, when those who teach these sacred truths hold others in cruel bondage, and treat them but little better than the brutes? How can they be made to understand and to feel that without purity, both in heart and life, there can be no moral virtue whatever; when the violation of every social tie is ignored, and the vilest debaucheries, sanctioned by practice, if not by law, are constantly before their eyes?

Had the youth of the revolted states enjoyed the privileges of a wise and generous culture; had they been taught to fear God, to obey His laws, and to respect all the rights of man; had they been trained from early childhood to revere the eternal principles of righteousness, justice and purity; had they been taught to believe that the wicked shall not go unpunished, but that sooner or later a righteous retribution awaits all evil doers,—this most infernal rebellion would never have cursed our land.

Whilst we deplore the awful scourge that has been brought upon us by the institution of slavery, let us now rejoice that this blighting curse is forever removed.

May we not, in this hour of our trial learn a lesson of wisdom, which should lead us to examine more carefully and rigidly our own system of education; to ascertain whether there may not be incipient evils with which we are threatened. Does not the efficiency and excellence of our schools, in the estimation of many, depend more upon the extent and thoroughness of the pupils, in the different branches of study, than upon their pure and elevated character? and are we not in danger of giving too much prominence to intellectual culture to the neglect of moral?

If we would shield our youth against the evils with which they are surrounded we must begin in early childhood. It is then truth makes the deepest and most indelible impression ; before the poison of bad examples has been infused into the heart ; before the understanding has been blinded by prejudice, perverted by false opinions or enslaved by scepticism. Unless this precious season is rightly improved, we cannot reasonably expect, in manhood, the mature fruits of patriotism and virtue.

It is to be feared that we are gradually becoming an irreligious people ; that infidelity, scepticism and immorality are increasing on every side ; that the elements of disorder, anarchy and ruin are gathering their forces for a fearful contest. Our only hope, our only safety, is in the redemptive power of education—moral, Christian, intellectual education—a perfect and harmonious development of the entire man. No narrow or partial culture will suffice. It must be as broad as man's sphere of duty. It must not only be a safeguard and shield against all temptations, but it must possess a vital power to control the passions and propensities of a fallen nature. It must embrace every known duty, social, civil and religious.

The present age is fraught with peculiar dangers. Many of the evils of war continue after the return of peace. A familiarity with the terrible scenes of the battle fields, and the debasing and demoralizing influence of camp life, have a tendency to blunt the moral sensibility of our youth, by rendering less odious every species of wickedness. To guard against this, a new duty is imposed upon all who are entrusted with the nurture and care of the young. Parents, teachers and the friends of humanity, should unite in persevering efforts to stay the new tide of evil which is threatening our land. All the means and agencies that a Divine Providence has placed in our hands, to invigorate the intellect and to quicken the sensibilities of the heart, should be employed. No higher duty can be conceived. No more responsible trust can men assume.

There is also danger from another source. Much of the popular and current literature of the day, which is being devoured by the young with great avidity, contains an insidious poison of impurity and infidelity. This is now vitiating the public taste, lowering the high tone of moral purity, and fast corrupting the nation's heart. There is another class of publications which are being widely but stealthily circulated, of the very vilest character ; these have a debasing and demoralizing influence on the minds of the young which cannot be described. They are furnishing food and stimulants for the very worst passions, which are often excited into a whirlwind of fury that no human person can control. They are sowing broadcast the seeds of wickedness, which will, as certainly as harvest follows seed-time in the natural world, produce a harvest of crime which we must, sooner or later, reap.

There has been no marked changes in the general character of our schools, since my last report. Most of them are justly entitled to high commendation for the faithful manner in which both teachers and pupils have performed their works; and I wish I could add that there were no exceptions to be made; but I am compelled to say that for the lack of interest or skill, or from some other cause, there are schools that have not accomplished all that they ought.

So long as there are teachers who are often late and who seem anxious to close their schools before the regular time, who appoint monitors for their classes while they write notes or visit other rooms; we shall be sure to find indifferent schools. In no sphere of duty are faithful labor and earnest effort more apparent than in the school room. The inexperienced may sometimes be deceived, but the practiced eye can detect any defect or irregularity, as readily as the skillful mechanic can discover the slightest friction in the most perfect machinery. Much valuable time is lost in school by long and tedious attempts to explain what needs no explanation; and also by the introduction of many useless rules and regulations in school discipline. The fewer and more simple the rules are the better; and those schools are the best governed where children are taught mainly to govern themselves; and those are usually the best taught whose pupils are instructed to rely mostly upon their own powers.

The number of pupils registered the past term, is somewhat smaller than usual. The principal cause of this diminution, is the removal of Roman Catholic children, to attend schools of their own denomination. The whole number admitted is 7332. In the High School there have been received 259, in the Grammar Schools, 1988; in the Intermediate, 1840; and in the Primary, 3245.

All of which is respectfully submitted,

DANIEL LEACH,

Superintendent Public Schools.

SCHOOLS AND TEACHERS OF THE CITY OF PROVIDENCE,
JUNE, 1865.

DANIEL LEACH, Superintendent of Public Schools.

THEODORE M. HOBIGAND, Teacher of French.

SETH SUMNER, CHARLOTTE O. DOYLE, Teachers of Vocal Music.

GEORGINA B. HUGHES, Teacher of Drawing.

HIGH SCHOOL. Classical Department, Edward H. Cutler; English Department, David W. Hoyt; Junior Class of Boys, Thomas B. Stockwell; Senior Class of Girls, Susanna E. Jackson; Middle Class of Girls, Sarah E. Doyle; Junior Class of Girls, 1st Division, Emma Brown; Junior Class of Girls, 2d Division, Ellen Haskell; Junior Class of Girls, 3d Division, Mary C. Lewis.

BENEFIT STREET GRAMMAR SCHOOL. Noble W. DeMunn, Principal; Martha F. Thurber, M. S. D. Gower, Sarah Pollard, Elizabeth Helme, Eliza J. Yeomans, Susan Joslin, Mary E. Anthony, Assistants.

PROSPECT STREET GRAMMAR SCHOOL. Albert J. Manchester, Principal; Cornelia W. Latham, Martha J. Guild, Mary A. Lee, Candace G. Wilcox, Assistants.

ARNOLD STREET GRAMMAR SCHOOL. Thomas W. Bicknell, Principal; Caroline Sherman, Fanny Stebbins, Frances Gruber, Charlotte R. Hoswell, Susan P. Sherman, S. Elizabeth Perry, Assistants.

FOUNTAIN STREET GRAMMAR SCHOOL. Albert A. Gamwell, Principal; Rebecca E. Chase, Elizabeth J. Chase, Elizabeth C. Capron, Eleanor Bliss, Rebecca O. Sheldon, Mary M. Angell, Assistants.

ELM STREET GRAMMAR SCHOOL. Thomas Davis, Principal; Asenath Tetlow, Ann M. Barrows, Celia J. Lewis, Mary Cole, Eliza M. Ingraham, Almira Marshall, Assistants.

BRIDGHAM GRAMMAR SCHOOL. Francis B. Snow, Principal; Julia A. Osgood, Mary E. Scarborough, Sarah C. Alden, Lizzie E. Osgood, Sarah Dean, Lizzie Wilcox, Sarah C. Padelford, Rosamond R. Leavens, M. Austania Babcock, Susan M. Shelley, Assistants.

MEETING STREET GRAMMAR SCHOOL. A. C. Robbins, Principal.

BENEFIT STREET INTERMEDIATE. Mary L. Jenks, Principal.

STATE STREET INTERMEDIATE. Abby C. Salisbury, Principal; Catharine H. Scott, Assistant.

SCOTT STREET INTERMEDIATE. Ann E. Avery, Principal; Elizabeth Passmore, Assistant.

GRAHAM STREET INTERMEDIATE. Harriet J. Helme, Principal; Maria L. Taft, Assistant.

WALLING STREET INTERMEDIATE. Elizabeth B. Carpenter, Principal.

PROSPECT STREET INTERMEDIATE. Amelia Angell, Principal; Harriet L. Bucklin, Assistant.

ARNOLD STREET INTERMEDIATE. Emma Shaw, Principal.

EAST STREET INTERMEDIATE. Mary W. Armington, Principal; Delia Armington, Assistant.

TRANSIT STREET INTERMEDIATE. Sarah Shaw, Principal; Charlotte M. Hodges, Assistant.

FOUNTAIN STREET INTERMEDIATE. Anna M. Sessions, Principal; Mary J. Cleveland, Assistant.

CARPENTER STREET INTERMEDIATE. Eliza B. Barnes, Principal; Adela Padelford, Assistant.

FEDERAL STREET INTERMEDIATE. Abby M. Tanner, Principal; Sarah E. Tanner, Assistant.

HOSPITAL STREET INTERMEDIATE. Diana S. Parkhurst, Principal; Angeline Haskell, Assistant.

RICHMOND STREET INTERMEDIATE. Helen Carrique, Principal; Abby G. Dudley, Assistant.

PLANE STREET INTERMEDIATE. Martha R. Congdon, Principal; Rebecca C. Sessions, Assistant.

SUMMER STREET INTERMEDIATE. Annie S. Fielding, Principal; Harriet R. Greene, Susan T. Gladding, Janette Tingley, Assistants.

HAMMOND STREET INTERMEDIATE. Mary F. Irons, Principal; Kate R. Jackson, Assistant.

FRIENDSHIP STREET INTERMEDIATE. Margaret E. Palmgreene, Principal; Anna T. Whitney, Assistant.

RING STREET INTERMEDIATE. Mary F. Logee, Principal; Emily E. Potter, Assistant.

POTTER'S AVENUE INTERMEDIATE. Emeline A. Sayles, Principal; Julia A. Waterman, Assistant.

BENEFIT STREET PRIMARY. Mary D. Armington, Principal.

STATE STREET PRIMARY. Abby A. Evans, Principal; Eliza R. Henry, Assistant.

SCOTT STREET PRIMARY. Ann M. Yerrington, Principal; Anna B. Osborn, Assistant.

GRAHAM STREET PRIMARY. Harriet C. Randall, Principal.

WALLING STREET PRIMARY. Lucy W. Smith, Principal.
PROSPECT STREET PRIMARY. ———, Principal; Juliana T. Armington, Assistant.
MEETING STREET PRIMARY. Elizabeth H. Smith, Principal.
ARNOLD STREET PRIMARY. Mary F. Hunt, Principal; Margaret Phillips, Assistant.
EAST STREET PRIMARY. Rebecca B. Armington, Principal; Ellen Wright, Denny Dunbar, Caroline E. Work, Assistants.
TRANSIT STREET PRIMARY, No. 1. Lydia M. Carpenter, Principal; Sarah A. Purkis, Assistant.
TRANSIT STREET PRIMARY, No. 2. Juliet Allen, Principal; Josie Kent, Assistant.
MASON STREET PRIMARY. Anna E. Searle, Principal; Sarah Martin, Assistant.
FOUNTAIN STREET PRIMARY. Laura Greene, Principal; Martha W. Hall, Assistant.
CARPENTER STREET PRIMARY. Abby Harvey, Principal; ———, Assistant.
FEDERAL STREET PRIMARY. Abby N. Hendricks, Principal; Susan J. Gorton, Ellen M. Arnold, Assistants.
HOSPITAL STREET PRIMARY SCHOOL. Abby F. Butler, Principal; Ellen Salisbury, Abby C. Jones, Assistants.
RICHMOND STREET PRIMARY. Mary R. Wicks, Principal; Elnora Read, Harriet Swan, Helen M. Cook, Assistants.
PLANE STREET PRIMARY. Anna E. Edmonds, Principal; Frances D. Browning, Assistant.
SUMMER STREET PRIMARY. Abby W. Jackson, Principal; Sarah Austin, Elizabeth J. Cory, Mary A. H. McQueen, Assistants.
HAMMOND STREET PRIMARY. Frances A. Remington, Principal; Caroline F. Andrews, Lucy V. Cole, Phebe A. Andrews, Assistants.
FRIENDSHIP STREET PRIMARY. Sarah M. Farmer, Principal; Georgianna Read, Assistant.
RING STREET PRIMARY. Maria W. Wilbur, Principal; Phebe Wood, Assistant.
POTTER'S AVENUE PRIMARY. Maria Essex, Principal; Eliza Smith, Assistant.
POND STREET PRIMARY. Mary H. Field, Principal; Harriet N. White, Assistant.

MEMBERS OF THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE, JUNE, 1855.

Esek Aldrich,
 Samuel Allen,
 Henry J. Angell,
 Hervey Armington,
 S. Augustus Arnold,
 Burrell Bartlett,
 William Binney,
 Frederic Burgess,
 Henry H. Burrington,
 George I. Chace,
 George W. Chapin,
 Freeborn Coggeshall,
 James H. Coggeshall,
 James E. Cranston,
 Thomas A. Doyle.

John Eddy,
 Charles W. Fabyan,
 Cyrus H. Fay,
 Thomas J. Gardiner,
 Edward A. Greene,
 Samuel S. Greene,
 William T. Grinnell,
 Reuben A. Guild,
 John B. Hartwell,
 Daniel Henshaw,
 Henry A. Howland,
 George B. Jastram,
 Howard W. King,
 William Knowles,
 J. Erastus Lester,

Moses B. Lockwood,
 Merrick Lyon,
 Lemuel Osler,
 Seth Padelford,
 Jonathan G. Parkhurst,
 George B. Peck,
 Elias H. Richardson,
 Charles T. Robbins,
 William M. Rodman,
 William C. Snow,
 Edwin M. Stone,
 Charles L. Thomas,
 Edmund Thurber,
 Albert G. Utley,
 Charles H. Wheeler.

THOMAS A. DOYLE, President.

REUBEN A. GUILD, Secretary.

TOWN OF NORTH PROVIDENCE.

FOR THE YEAR ENDING APRIL 30, 1865.

THE School Committee of the town of North Providence beg leave to submit the following Report :

The Committee as elected consisted of Henry Armington, Alvin C. Robbins, John Lovett, George A. Kenyon, Charles A. Boyd and John H. Stiness.

The first meeting of the Committee was held at the Town Clerk's office on the 18th day of June, 1864, at which time Messrs. Armington, Robbins, Lovett, Boyd and Stiness were present and duly qualified by Royal Lee, Esq. ; and the Committee organized by electing Mr. Armington, Chairman, and Mr. A. C. Robbins, Clerk, for the year ensuing.

Messrs. Robbins, Stiness and Lovett were chosen a Committee to apportion the money to the several districts.

At a subsequent meeting of the Committee held June 28th, 1864, Mr. G. A. Kenyon was present and duly qualified, taking his place with the Committee. Messrs. Robbins, Stiness and Kenyon were appointed a Committee on qualifications of teachers, and Mr. Alvin C. Robbins was chosen Superintendent.

There have been no changes in Text Books authorized by the Committee during the past year.

At the recommendation of the Committee, the Honorable Town Council passed an ordinance requiring all children attending the public schools to be in possession of certificates showing that they are protected by vaccination or otherwise, against small pox ; and all teachers are required to present similar certificates to the School Committee before receiving certificates of qualification to teach.

The Committee recommend that the town appropriate for the present year, for school purposes, the same amount as appropriated last year, viz. : \$7,500 00.

The total amount of money for the support of schools in the town, and subject to the orders of the Committee, was \$11,185 87 ; received as follows, viz. :

Town's share of State appropriation of		
\$35,000, amounting to - - - - -	\$2,487 08	
Town's share of State appropriation of		
\$15,000, amounting to - - - - -	375 00	
Appropriated by the town, June, 1864 -	7,500 00	
Balance from last year - - - - -	823 79	
		\$11,185 87
Deduct for salary of Superintendent -	200 00	
“ “ printing - - - - -	20 00	220 00
Leaving for teachers' salaries - - - - -		\$10,965 87

For any information concerning the condition of our public schools, we would respectfully invite your attention to the report of the Superintendent, which accompanies this report.

Respectfully submitted.

HENRY ARMINGTON, *Chairman.*

SUPERINTENDENT'S REPORT.

To the School Committee of North Providence :

*Gentlemen :—*Having been appointed by you Superintendent of the Public Schools of the town, I have attended to their visitations as required by the statute, and according to usage I herewith present this my Annual Report.

It is pleasant to say, now that we behold the dawn of peace from a four years' painful civil war that has devastated some of the fairest portions of our country, embarrassing public instruction and the cause of education, that our public schools have still continued in their usual prosperity and usefulness.

I do not deem it advisable to give the condition of each school separately, thereby pointing out the merits and demerits ; but trust that the few hints and suggestions offered may serve to encourage and stimulate alike, the sensitive teacher and parent, to greater activity in the great work of educating the children entrusted to their charge, in which all should have more than a common interest. Presuming all to be actuated with this motive, I doubt not each will strive to correct any fault portrayed, as applicable, and emulate any meritorious qualities not possessed.

Several hindrances have operated in some schools to an unusual degree during the past year. There has been more change of teachers than known for several years. With a single exception, every district in town has experienced a change of at least one, and in one instance, three of our longest continued teachers. Most of these changes have been voluntary, some taking up new vocations, others have felt it incumbent upon them to leave for other fields where their services would be better remunerated, while in a few cases the good of a school has seemed to demand a change. Ill health compelled one of our most successful teachers to leave a school, which by several years of faithful and untiring labors, had brought it to rank among the first in point of intellectual attainments. Four teachers who have since succeeded him have not, as might be expected, improved it. The greatest advancement of a school requires the yearly continuance of a good teacher.

The prevalence of varioloid and scarlet fever has seriously disturbed several of the schools, particularly in districts Nos. 3, 8 and 10 ; and for a time seriously threatened their discontinuance. The establishment of a Catholic School in District No. 3, has greatly decimated those school.

For the reasons above stated, the regular daily attendance of pupils has been seriously affected. The demand for labor, with wages paid a man but a few years ago, has induced many of the older lads to accept the offer, when they should be at school. Too many pupils are allowed to absent themselves from school by trivial excuses, through a mistaken indulgence of parents. On inquiry of teachers generally, I find that for absenteeism and tardiness parents are very much to blame. They are too apt to think that the only one affected is the child; not considering the progress of the school is affected, while the advancement of the class is seriously retarded. The apportionment of money for each district is based upon the average attendance of pupils for the year. Amounting to upwards of six dollars per scholar, as it has for the past year, it should be a matter of *moral* consideration with each parent to see that no trifling cause detains his child from school, thus diminishing the aggregate amount. Some teachers are so interested in this, and a desire for the pupils' standing in the class, as to acquaint the parent of their absence, and request their attendance; which is very proper.

I am happy to state that no serious rupture has occurred between parents and teacher, to call for adjustment either from Superintendent or Committee.

It will be noticed by the appended table that the appropriation as voted in June last, was a very liberal increase from that of previous years. Yet, by the increase of compensation demanded by the good teacher, in common with the increased wages of all kinds of mechanical and manual labor, (though by no means in the same ratio,) it was found to be insufficient in several districts to continue their schools the requisite time; and several of those districts have been forced to tax themselves for their continuance. We trust, therefore, that the liberal spirit which has heretofore characterized the tax payers of this town by thus generously providing for our excellent public school instruction, and for the maintenance of which, together with various religious and benevolent institutions connected therewith, has cost us so much blood and treasure, no diminution in this direction will be thought advisable on the ground of retrenchment of town expenditures.

Good teachers will demand a compensation commensurate with that paid to other professions and callings. Our best schools are those where the services of the faithful teacher are the best remunerated, watched and encouraged by the intelligent Trustee, who visits the school room, not merely with a view of fulfilling his requirements by law, but with a heartfelt desire for their highest elevation and greatest usefulness. Not a few of the Trustees of the town have been of this type, and the schools show the results of their faithfulness. It is a source of no little regret when I hear that such connections have been severed, believing such changes detrimental to those schools.

Many of our teachers have been long in the field and veterans in the service ; and it would be a work of supererogation for me to say anything relative to their indispensable usefulness. I most heartily commend the wisdom of those Trustees, who will not, as is too often the case, let petty jealousies, unimportant local considerations, or the matter of dollars and cents, sever a connection which has amicably existed for years, and become akin to that of parent and child.

PRIMARY DEPARTMENT.—The instruction in several of our Primary departments is of the most pleasing character ; being that of the tenderness of the judicious parent, yet firm in discipline and thoroughness in drill of those elementary principles so essential to be taught in this department. Where there is so large a foreign element as is found in our several manufacturing districts, it is of the utmost importance that incorrect tones and inflections of voice so often observed in reading and speaking should be corrected. It is of such importance in the pronunciation of words that it should constantly be endeavored.

In this connection I cannot pass unnoticed the importance attached to spelling by several of our Primary and Intermediate teachers. Words of the most familiar use as well as of difficult orthography, are completely mastered by a constant review and drill, while a hesitancy and failure mark the scholars of other schools in very much simpler combinations.

Every pupil should be provided with slate and pencil, and early taught to print the letters and words of his spelling lesson, and soon a love and habit of industry will be formed, busying the roguish eye and trespassing hand, bent upon mischief for the want of something better to do, which I have not unfrequently noticed through the want of skill and tact of the teacher to give employment.

Reading also receives its proper attention. Instead of permitting the pupil to pass rapidly through the lesson,—each scholar in course, being able simply to call the words, with a frequent help of the teacher,—each sentence and paragraph is taken up, so that the proper emphasis, inflection and modulations of voice are brought out correctly by every scholar before leaving it. The benefit derived from such a course will clearly be seen, on passing to the Intermediate and thence to the Grammar rooms. The pupils may then at once pursue geography, arithmetic and writing, which so naturally follow the thorough primary instruction. I am happy to say that those studies, in most cases, have been well taught by teachers of the Intermediate rooms. Map drawing has been successfully taught in one or two rooms. Scholars soon form a taste for this exercise ; and the location of towns, rivers and mountains fixes them definitely in the mind.

GRAMMAR DEPARTMENT.—In our Grammar departments I have found branches pursued with a good degree of thoroughness, which but

a few years ago were taught only in our High Schools and Academies. But I much regret that mental arithmetic has been superseded in several rooms by the written; writing is practiced only as an occasional exercise; while reading, instead of being pursued with a view to its highest intellectual development and cultivation of voice, is conducted in a mechanical and monotonous manner. There are meritable exceptions however, and several of our teachers teach reading with marked success.

All of these branches should receive daily the most thorough drill. I am happy to say in one school at least, which has an enviable reputation for mathematics, I have witnessed the most satisfactory results in mental as well as written arithmetic. Some teachers have formed classes in "Leach's Intellectual Arithmetic." I trust others will; as the benefits derived by pupils for close thinking and rapid calculation, would be most valuable.

WRITING.—Writing, to be successfully taught, should receive the whole attention of the teacher. Every pupil should attend to it, and should write in the same number of Potter & Hammond's excellent book, and upon the same copy. If writing should be pursued in the Intermediate schools in this methodical manner, and continued in the Grammar room, and proper instruction given in holding the pen, and position at the desk, the complaint that so few good writers leave our schools will soon cease to exist.

COMPOSITION AND DECLAMATION.—Composition writing and declamation, as will be noticed by the appended table, receive a fair share of attention. These exercises are so important that they should receive constant attention. The practice of writing and speaking should commence in the Primary room, as soon as the pupil can print the letters. His little request should be printed for the teacher's perusal and approbation, and a choice stanza of poetry or paragraph from the reader committed, to be recited at the proper time. This practice, thus systematically continued through the several grades of lower rooms, would soon relieve the pupil of that mountain of dread so frequently experienced upon being called for the first time to perform these duties in the Grammar room. The habit of expressing his thoughts clearly on paper and the proper forms for letter writing would be acquired, and a gracefulness of bearing when required to address a public assembly, which will relieve him of that embarrassment so common to inexperienced speakers.

DISCIPLINE.—I have noticed a marked difference in the order of schools. Teachers who know how to keep their pupils at work, have but little necessity to look after the discipline of their school. There will be but little time for whispering or moving about. Some have the faculty of carrying their pupils along with them,—leading them,

as it were, rather than driving. The less machinery in the school room the better.

In this connection, neatness and proper care of the school room should be looked to by every good teacher. That teacher who cannot keep the floor from filth and dirt, and a mutilation of school furniture and buildings painful to behold, should not murmur when told their services are no longer needed.

TO PARENTS.—Parents should seek the acquaintance of the teacher, not waiting for some accidental introduction, but an early visit should be made at the school room, each new term, thereby encouraging both teacher and pupil, that both may be convinced of the confidence reposed in them. By reference to the School Register, not four parents, on an average, visit the school per term. This ought not so to be. The mother who would have her daughter taught music, is very particular that the best instructor be selected, and the most proficient professor secured, that the rudiments of this delightful accomplishment be well learned, and she will watch with most anxious solicitude her daily progress. A desire for the tasteful attire of the child, will not unfrequently return the garment for the third or fourth time if needs be for its proper fit. The shrewd father will calculate closely how he can avail himself of the eighth or quarter per cent. advance on gold or government bonds and loans, discussing very properly, by the hour, our national affairs, without considering it a loss of time or detriment to his daily business. As you very properly care for these things, should you be less mindful of the training of the intellect and watching its daily growth in the school room? Again: a familiar acquaintance would settle many a difficulty that perchance might arise between pupil and teacher, with a five minutes explanation, thus preventing days and weeks of magnified district gossip.

HINTS TO TEACHERS.—All that may be said of parents visiting schools, and a familiar acquaintance, will apply equally to teachers. Let the work be reciprocal, and the highest good is the result. As teachers are interested in their work, so will they interest their pupils and stimulate them in such a manner as to bring parents into the school room. Seek to make the pupil feel by your interest in his welfare that you are, next to his parent, his best friend. Take every means and opportunity to perfect yourself in your profession, by taking and reading the educational journals of the day and making frequent visits to other schools, that you may be refreshed and stimulated to greater usefulness in imparting instruction in your own. And above all, look to the MORALS of your pupils. Never had a teacher a better opportunity or more occasion to impress upon the minds of those under his charge, his moral obligations to his Maker, to those around him, and his loyalty to his country. See that you improve the opportunity.

It is a pleasing reflection at this time, that my visits to the various schools from time to time, have been received both by teachers and pupils with marked courtesy, and whatever suggestions I have offered have been accepted in as kindly a spirit as they were given.

Permit me, gentlemen, to express the pleasure that our official acquaintance has afforded me, and to express to you my thanks for your kindness, and for the essential aid rendered by your frequent visits as a body, with me to the Schools.

Respectfully submitted.

ALVIN C. ROBBINS, Superintendent.

No. Dist.	LOCAL NAME.	TEACHERS' NAMES.	STATION.	TRUSTEES' NAMES.
1	High Street, Pawtucket.	Eli H. Howard..... Harriet F. Bennett..... Abbie F. Littlefield..... Harriet A. Sherman..... Sarah Harrington.....	Gram. Department..... Assistant..... Intermediate..... Prin. Primary..... Assistant.....	Royal Lee, Daniel Wilkinson, Rev. A. Sherwin.
2	Church Hill, Pawtucket.	Le Roy L. Chilson..... Frances A. Browning..... Mary E. Barrows..... Mary T. Jenks..... Jennie Horswell.....	Gram. Department..... Assistant..... 1st Intermediate..... 2d Intermediate..... Primary.....	Charles Payne, Daniel Hale, George E. Newell.
3	Hopkins School House.	Geo. Henry Kenyon..... Frank Fitz..... James M. Collins..... Caroline W. James..... Georgiana A. Flitner..... Edna A. Blake..... L. S. Tingley..... Maria E. Williams.....	Gram. Department..... Gram. Department..... Gram. Department..... Gram. Department..... 2d Intermediate..... Assistant..... Assistant..... Assistant.....	Herbert E. Dodge, John Trainor, Albert Bowen.
	River St. School House.	Eliza M. Kenyon..... Sarah J. Bacon.....	1st Intermediate..... Primary.....	
4	Woodville.....	Lizzie D. Kenyon..... George W. Edwards..... Harriet C. Collins.....	Gram. and Intermed..... Gram. and Intermed..... Primary.....	Otis N. Angell, Martin K. Cowing, C. H. Reynolds.
5	Centredale.....	Daniel W. Irons..... George W. Guild..... Mary F. Westcott..... Annie F. Westcott.....	Gram. Department..... Gram. Department..... Gram. Department..... Prim. and Intermed.....	Caleb V. Waterman.
6	Manton.....	James Bowen..... Benjamin Knight, Jr..... Laura M. Steere.....	Gram. Department..... Gram. Department..... Prim. and Intermed.....	Elisha O. Angell.
7	Fruit Hill.....	Lucy H. Garlin.....	School not graded.....	L. M. E. Stone.
8	Mount Pleasant.....	Jenks Mowry..... Lizzie Drowne..... Hannah D. Mowry..... Julia Waddell..... Lizzie Brown..... L. E. Winsor..... L. G. Maxfield..... S. J. Cheney..... Ada Adams.....	Gram. Department..... Assistant..... Assistant..... Assistant..... Intermediate..... Assistant..... Prin. Primary..... Assistant..... Assistant.....	Ralph P. Devereux, Henry Armington, Charles A. Boyd.
9	Toll Gate, Prov. Pike....	Mary L. Jenckes.....	School not graded.....	George A. Kenyon.
10	Smith's Hill.....	Samuel Olney..... Nancy A. Collins..... Eosa Collins..... Anna R. Congdon..... J. Annie Tripp..... Eunice A. Kenyon..... F. M. Steere.....	Gram. Department..... 1st Intermediate..... 2d Intermediate..... 1st Primary..... 1st Primary..... 2d Primary..... Assistant.....	John Lovett, Patrick Donnelly, John Behan.

TOWN OF NORTH PROVIDENCE.

[illegible]

TOWN OF SMITHFIELD,

FOR THE SCHOOL YEAR ENDING MAY 1, 1886.

The School Committee of the town of Smithfield hereby submit their Annual Report.

The supervision of the Schools in the town was intrusted at the opening of the year to a committee of four.

This Committee have formed an intimate acquaintance with each school, and from a critical examination of them, are able to report a creditable progress. We are happy to say that no change of text-books has been deemed advisable by the Committee, while they recognize the fact that the most approved text-books are necessary to facilitate the acquirement of knowledge ; they are also mindful of the fact that, as the mechanic accomplishes his work best and most easily with those instruments with which he is accustomed to labor ; so both teachers and pupils will best and most rapidly accomplish *their work* by employing those books with which use has made them familiar. Hence, they have refrained from recommending changes in text-books, which would have been a mere matter of experiment.

The Committee have been greatly embarrassed in collecting the statistics for this report, by *errors* in the returns of the Trustees in the several districts.

To this matter we desire to call their attention. They are to make two returns, and only two, during the year,— the one of the Summer school, and the other of the Winter. If there should be more than one term in the Summer, or the Winter, in the returns, those terms are to be treated as one.

Again, the *whole number of different* pupils who have been registered during the Summer and Winter, are to be reported. In the present returns, from districts which have had more than two terms of school during the year, the same pupils names are counted twice in the same report ; thus rendering it impossible for the Committee to form a correct estimate of the whole number of pupils actually attending school. From some districts not less than four separate returns have been handed in, and as the Committee have no means of determining how many of the pupils, who were reported as attending each term, actually attended both ; or in other words, how many pupils are counted twice in each return, they have been obliged in the distribution of the money, to proceed on the supposition that the pupils mentioned as attending one term, were entirely different from those attending during the others ; a supposition manifestly wrong.

A little attention to this, on the part of the Trustees, would render the distribution of the money easier, and enable the Committee to conduct it with perfect justice, which they cannot now do.

The Committee would also take this occasion to urge upon parents, and all interested in the schools of the town, the necessity of greater

regularity of attendance on the part of the pupils. The importance of this cannot be over-estimated. Many of our schools have suffered greatly from this sad neglect.

While the teacher may do much to interest the pupils, and thus secure their prompt and regular attendance, yet, by far the greater part of the labor must devolve upon the parents; and it seems to your Committee that parents would be more active in their exertions to promote this regularity of attendance should they consider its importance.

It is for the pecuniary advantage of the district; for a portion of the money is distributed according to the average daily attendance; besides this, it is dealing unfairly with the teacher to detain pupils at home, or to allow them to be detained, unless for the most urgent reasons. Finally, that which appeals most directly, is, that the practice of allowing pupils to remain at home from school, inflicts an incalculable injury upon the pupils themselves, and upon society at large. It often discourages them in their classes,—it fosters in them habits of irregularity, and subjects them to the temptations to which the idle are always exposed. The records of our reform schools show that ninety-nine out of every hundred of the youth there confined, were those who were suffered to be roaming the streets and fields, when they should have been at school.

The Committee would also suggest that as a means of promoting this and other kindred objects of interest and profit, proper inducements be offered to such as have been most punctual, by making honorable mention of their names in the register, and in the report of the Committee.

It seems desirable that the attention of the town should be directed to the establishment of High Schools.

At present, there is only one such in the town, and that at Lonsdale. It is a most flourishing and successful school,—the languages and higher mathematics are taught thoroughly. Connected with this school is an excellent apparatus, including a telescope, which we understand to be among the largest in the State; this, however, is owned by the Principal, Mr. J. M. Ross. The success which attends this school, should stimulate other districts to establish schools of a similar character. If the expense is an objection, let the wealthy citizens and manufacturing companies aid in supporting such schools by voluntary contributions.

The "Lonsdale Manufacturing Company" contribute not less than \$1400 yearly for the support of the schools in that village; thus giving an example of the liberality of men who appreciate the advantages of a good education, and feel the importance of giving these advantages to the children of the parents in their employ. The character and the stability of our free institutions, depend upon the correct moral principles taught, and the vigorous intellectual training of the youth in our common schools.

Blind passion, disloyalty, assassination, and kindred crimes, are the result of ignorance, as is exemplified in our present history as a nation,

Let the great lessons taught during the past few years stimulate us to greater activity in our endeavors to bring the means of a thorough education within the grasp of all classes and conditions of people. To this end we earnestly solicit all the people of the town to work together more earnestly and zealously for the prosperity of the schools, — demolish the miserable houses in which some of the schools are now held, and erect in some inviting place a neat and commodious school house, and surround it by shade trees and other objects of attraction and interest.

Visit the school; acquaint yourselves with its doings; appoint the best qualified men for officers,— without allowing neighborhood difficulties and prejudices, or political differences to influence you; give your heartiest support and sympathy to the faithful teachers, and you may look with certainty for still greater benefits.

The following will show the amount of money received for the support of schools during the year, and the sources whence derived :

From the town appropriation,	- - - - -	\$4,500 00
“ “ “ Registry Tax,	- - - - -	452 00
“ “ “ State appropriation,	- - - - -	3,922 52
Total,	- - - - -	\$8,874 52

The above was distributed as the law directs.

LYSANDER FLAGG, R. WOODWARD, M. J. MOWRY, AUGUSTUS M. ALDRICH,	} Committee.
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TEXT-BOOKS RECOMMENDED BY THE COMMITTEE.

Sargent's New Series of Readers; Progressive Speller; Worcester's Dictionary; Webster's Dictionary; Greene's Grammar; Greenleaf's Series of Arithmetics; Colburn's Mental Arithmetic; Robinson's Algebra; Warren's Series of Geography; Warren's Physical Geography; Goodrich's History of the United States; Berard's School History of the United States; Parley's Common School History of the World; Well's Natural Philosophy; Well's Chemistry; Gray's Lessons in Botany; Coppee's Elements of Rhetoric; Coppee's Elements of Logic; Tenney's Geology.

TOWN OF SMITHFIELD.

STATISTICS.

No. of District.	Amount undrawn last year.	Amount apportioned to each District.	Amount drawn by District.	Amount due the District.	Amount overthrown.
1		\$185 65	\$186 65		
2		353 94	353 94		
3		342 90	296 00	\$46 90	
4		173 15	173 15		
5		380 94	380 94		
6		184 40	184 40		
7	\$9 00	159 65	159 65	9 00	
8		157 40	157 40		
9		157 40	157 40		
10		157 40	157 40		
11		161 90	161 16	0 74	
12		159 65	159 65		
13		152 90	152 90		
14		378 69	382 09		\$4 00
15	72 38	148 57	220 95		
16		338 19	338 19		
17		211 40	211 40		
18		157 40	157 40		
19		161 90	161 90		
20		191 15	160 36	30 79	
21		247 40	247 40		
22		213 65	213 65		
23	14 49	222 65	237 14		
24 and 35		1,040 21	1,040 21		
25		446 19	446 19		
26	10 16	164 15	174 31		
27	5 67	159 65	165 32		
28		213 65	213 65		
29		146 33	146 33		
30		227 15	227 15		
31		211 40	211 40		
32		591 77	591 77		
33		358 94	358 44		
34		211 40	205 25	6 15	
36		179 90	179 90		

NAME OF DISTRICT.	No. of District.	TEACHERS.	TRUSTEES.	School House, Owner. D. District. P. Proprietor	No. of Departments.
Mansfield, -	1	Susan Paine, Harvey Holmes.	Abel Paine.	D.	1
Slatersville, -	2	L. Amanda Moore, Helen R. Seagrave, Alfred B. Arnold, Mary J. Trafton.	George Johnson, D. R. Burdick, George W. Stanley.	D.	
Branch, - -	3	Fanny S. Dodge, Maria E. Potter, Nancy E. Morse.	Warren Esty.	D.	1
Union, - -	4	Jennie Smith.	Welcome Comstock.	D.	1
Globe, - -	5	Emily Hoag, Flora C. Wales, Louisa B. Cranston.	Edward C. Cranston	D.	2
Manville, - -	6	Mary Enches, A. A. Whipple.	Stephen Clark.	P.	1
Staples, - -	7	Emma M. Paine, Susan Paine.	Wash. Remington.	D.	1
Aldrich, - -	8	Amanda Adams.	Sidon Adams.	D.	1
Sayles' Hill, -	9	Sarah E. Aldrich, Edwin A. Mowry.	Stephen W. Mowry.	D.	1
Mowry, - -	10	Louisa A. Mowry.	Hiram Mowry.	D.	1
Andrews, -	11	Minerva J. Paine.	William Grayson.	D.	1
Wionkheige, -	12	Alonzo Mowry. Henry C. Sayles.	John Mowry.	D.	1
Evans, - -	13	Lucinda E. Phillips, Naomi Harris.	Martin Mann.	P.	1
Greenville, -	14	Daniel F. Chandler, Maria Keech.	Pardon Angell.	D.	2
Stillwater,* -	15	Julia E. Farnum, Eliza A. Mowry.	W. P. Steere.	D.	1
Georgiaville, -	16	Emma W. Mann, Carrie F. Pierce.	C. J. Claflin, J. C. Nichols.	D.	2
Allenville, -	17	Emeline M. Mowry.	Orin Barnes.	D.	1
Dexter, - -	18	E. A. Angell, Phebe Enches.	Benjamin S. Wilbur	D.	1
Pullen's Corner,	19	George H. Winsor, J. C. Palmer.	A. A. Draper.	D.	1

NAME OF DISTRICT.	No. of District.	TEACHERS.	TRUSTEES.	School House owner. D. District. P. Proprietor.	No. of Departments.
Woonasquatucket,	20	Sarah Steere, Mary S. Pitts.	Edwin A. Perry.	P.	1
Albion, - -	21	Rebecca C. Clark.	Samuel Clark.	D.	1
Lime Rock, -	22	Elizabeth Ginder.	David Wilbur.	D.	1
Moshassuck, -	23	Lucy B. Dodge, Sarah D. Colman.	Arnold Moffatt, Jr.	D.	1
Central Falls, - (Union), - -	24 } 35 }	Henry A. Wales, Julia Le Favour, Olive Jacobs, Mary L. Gorton, Eliza A. Ward, Drusilla Paine, Anna Adams.	John A. Adams, Lysander Flagg, William Newell.	D.	6
Bernon, - -	25	Sanford B. Smith, Lydia E. Paine.	Champlin L. Watson John Warratt, George A. Wright.	P.	2
Hamlet, - -	26	Jennie Knight.	John A. Bennett.	P.	1
Remington, -	27	Mary E. Brooks.	Jefferson Remington	D.	1
Sprague, - -	28	Candace M. Eddy.	Hazel Carey.	P.	1
Angell, - -	29	Almira Lnther, Amanda J. Ballou.	Peter Ballou.	D.	1
Friends, - -	30	Lizzie E. Burns.	James Whittle, Alfred Sherman, Bela E. Lincoln.	D.	1
Louisquisset, -	31	Rebecca Marble.	Joseph Olney, Benjamin Comstock Moses Angell.	D.	1
Lonsdale, - -	32	Joseph M. Ross, M. M. Brown, M. E. Tilson, Harriet Kilburn.	George Kilburn, Warren Cook, George A. Kent.	P.	4.
Valley Falls, -	33	Sarah T. Bucklin, Abby F. Fisher.	Horace C. Lawton.	D.	2
Blackstone, -	34	Nancy E. Morse, M. Emma Taft.	C. C. Moulton.	D.	1
Ashton, - -	35	A. F. Bishop.	James A. Barnes.	D.	1

No. of District.	SUMMER SCHOOL.				WINTER SCHOOL.				Length of School months.
	Boys.	Girls.	Whole No.	Average.	Boys.	Girls.	Whole No.	Average.	
1	15	24	39	28	15	17	32	25	7
2	49	74	123	71	57	61	118	66	7
3			33	23	20	21	41	32	7½
4	14	7	21	16	18	5	23	17	7½
5	20	17	37	30				66	8½
6	33	31	64	40	38	31	69	55	7
7	9	11	20	14	9	13	22	17	7½
8	6	11	17	12	8	8	16	12	8½
9	7	10	17	13	13	10	23	18	7½
10	42	15	27	16	11	9	20	14	7
11	11	12	23	14	15	9	24	15	7½
12	8	6	14	8	8	5	13	12	6
13	8	11	19	13	14	10	24	18	7½
14	52	57	109	77	55	46	101	81	8
15	6	12	18	12	12	10	22	15	8½
16	57	55	112	77	53	51	104	83	9½
17	19	21	40	80	25	17	42	29	8
18	7	13	20	13	14	13	27	18	7½
19	10	14	24	16	16	5	21	15	6½
20	23	26	49	31	20	24	44	30	7½
21	40	36	76	58	46	34	80	67	8½
22	28	34	62	41	31	30	61	44	8
23	25	19	44	35	33	20	53	38	8
24 } 35 }	214	214	428	327	198	203	401	307	10½
25	79	59	138	109	104	76	180	124	7½
26	21	12	33	27	11	7	18	14	7½
27	14	7	21	12	16	11	27	15	7
28	23	17	40	37	18	15	33	20	8
29	2	8	10	7	5	9	14	11	9
30	31	30	61	41	32	23	55	39	9½
31	23	24	47	37	27	20	47	36	8
32	151	138	289	253	156	150	306	267	11
33	75	25	100	76	55	60	115	74	11
34	35	23	58	43	26	19	45	34	4½
36	20	15	35	32	21	21	42	38	7½

TOWN OF CUMBERLAND.

FOR THE YEAR 1864-5.

The Committee, to whom has been entrusted the care of the Public Schools in this town, during the past year, respectfully submit the following Report, as required by law :

At a meeting of the Committee, held June 28th, for organization, William Carpenter was chosen Chairman; Davis Cooke, Jr., Clerk; Francello Jillson, Superintendent, to examine Teachers, visit Schools, divide the School Money, and write the Annual Reports, &c.

At a subsequent meeting, Francis S. Weeks was appointed a member of the Committee, in place of John R. Boyden, resigned.

Francello Jillson, F. S. Weeks, Davis Cooke, Jr., were appointed a Committee on Books.

On the 10th of October, F. S. Weeks was appointed Superintendent, in place of Francello Jillson, resigned.

The amount of money appropriated for the schools, after the usual deduction of fifty dollars for incidental expenses, was \$5,334 31.

This being divided according to rule, gave to each District as follows :

Dist. Nos. 1, 2, 19, 20, consolidated.....	\$1,750 52	District No. 11.....	\$152 29
District No. 3.....	204 29	" " 12.....	201 20
" " 4.....	198 16	" " 13.....	522 58
" " 5.....	158 39	" " 14.....	188 99
" " 6.....	198 17	" " 15.....	204 29
" " 7.....	192 04	" " 16.....	247 13
" " 8.....	179 80	" " 17.....	201 23
" " 9.....	179 80	" " 18.....	195 10
" " 10.....	182 86	" Lonsdale.....	177 47

The taxable property in town has considerably increased within the last few years; also, the wages of teachers are much more than formerly. We would therefore earnestly recommend an increased appropriation of School money. The amount raised last year was \$2,700 00. Shall we not at least raise \$3,000 00 this year? A word to the wise, we trust, will be sufficient.

The following table shows the average attendance, and the per centage of attendance, during the Summer and Winter Terms, in each District :

DISTRICT.	AVERAGE ATTENDANCE.		PER CENT.	
	Summer Term	Winter Term	Summer Term	Winter Term
High School.....	57	47	89	75
Grammar School.....	48	52	78	78
Intermediate School.....	46	50	78	77
Number 1.....	75	73	73	70
" 2.....	66	62	93	85
" 3.....	28	26	80	74
" 4.....	11	21	77	80
" 5.....	15	9	83	64
" 6.....	16	19	73	76
" 7.....	15	22	77	92
" 8.....	12	13	63	68
" 9.....	16	21	80	80
" 10.....	18	18	90	90
" 11.....	4	5	90	91
" 12.....	24	not closed.	48	not closed.
" 13 Primary Department...	86	80	84	80
" 13 Grammar Department..	48	56	79	82
" 14.....	27	31	82	82
" 15.....	14	28	56	74
" 16.....	35	32	92	82
" 17.....	21	17	66	73
" 18.....	14	20	70	90
" 19.....	50	54	72	75
" 20.....	53	47	62	76

Lonsdale... Whole number of scholars, 59. Average attendance, 52.

In presenting this, our Annual Report, we are happy to furnish statistics showing some increase in the average attendance of our Schools during the past year; yet we regret that we have not more nearly approximated to the 85 per cent. standard, given in the last Report. Could we have attained to that, we would have ventured 90 per cent. as the standard for the present year, our motto being "Onward and Upward."

True, sickness has prevailed to an unusual extent in many of the Districts; a majority of the scholars have suffered more or less interruption from this cause. Hence the average attendance would necessarily be low in those Districts. But this fact does not furnish an apology for all.

We are not able to report a desirable increase of attendance in those Districts which have not been visited by sickness; showing that the parents and citizens have not yet been fully awakened to their own responsibility and duty in this matter. We can hardly be persuaded to believe that the frequent appeals to our friends to examine the statistical tables which furnish the low per cent. of attendance, have received due attention; nor can we believe that the principle upon which

the division of a portion of our school money is based, is well understood by a majority of our citizens. Were it otherwise, we think our Reports would give a more favorable record.

Does every parent know that when they suffer their children to absent themselves from school, they actually cause to be withheld from their District a certain amount of money, which would otherwise be apportioned to it? Many complain of the brevity of their schools; others of inefficient teachers, which limited means only can procure; but do they know that upon them, in a great measure, rests the obligation to remove these evils?

From all our friends we desire sympathy and co-operation in the furtherance of all our plans and labors, which shall be for the prosperity of our public schools.

Are we patriots? in what way can we better serve our country, in its present disordered and unsettled state of political affairs, than by laboring for the educational interest of the rising generation? For on them will rest the responsibility of nurturing and fostering those institutions upon which our governmental policy is based.

For further particulars respecting the schools, we refer you to the Report of the Superintendent.

WM. CARPENTER, Chairman.

DAVIS COOKE, JR., Clerk.

REPORT OF THE SUPERINTENDENT.

On entering upon my duties, I soon found a much more extensive field of labor than was at first anticipated. To visit twenty-eight schools, as required by law, and these schools scattered over a large township, to faithfully examine teachers in the various branches taught, to attend the examinations, and to perform the numerous minor duties connected with the office, is really no small task. In nearly all cases I have been able to discharge my duties as the law requires. In two instances where examinations were to take place, I received notice only the day previous; hence could not arrange my business so as to be present. I felt in these cases, as I often have, that the time and attention of the Superintendent should be devoted *mainly* to the duties of his office. It is my firm conviction that it would be a judicious investment, were the town to appropriate a sum of money sufficient for his support, so that he need not be encumbered with other business. The interest and welfare of the schools would then become a primary, and not a secondary, object of his attention. The condition and progress of a school can be but imperfectly judged, when only two visits are made during the term; the first being made when the school is hardly organized, and the second, when a special preparation for examination has been made. It is only by frequent and familiar visits, that the true merits of a school can be well understood.

We now leave these suggestions to the reflection of our citizens, and pass to remark upon some of the qualifications, which our brief expe-

rience has led us to feel one should possess, in the highest degree, who takes upon himself the arduous, and by no means irresponsible task, of superintending the best interests and welfare of our public schools.

In the first place, he should be a man of ample and varied experience in those matters upon which his counsel and decision are so often required. To whom would you sooner entrust the safe steerage of your dearly freighted vessel: to one who knows only in *theory* the art of piloting it o'er old ocean's stormy billows, or to one who has successfully guided and safely anchored ship after ship in their destined ports? The peculiar trials and discouragements encountered by teachers, can only be met and fully understood by one who has himself been taught by the same efficient schoolmaster, Experience. We think he should also be richly endowed with a truly sympathetic nature. The relation which he sustains to teachers and scholars, when acting in his official capacity, renders it highly needful that he possess a sensibility so keen, as never to fail to duly appreciate and properly respect those feelings and embarrassments so generally experienced by teachers when an examination is to be made, as to their competency for the work into which they are so desirous of entering.

Nor should the timid but laborious scholar fail to receive those words of encouragement and cheer, which a truly sympathetic heart can, and does so happily impart.

Again, he should be governed at all times by that never-tiring principle of patience, which will enable him to perform cheerfully, for the *tenth* time, that in which he has failed for the ninth. If he be wanting in this Heavenly virtue, he will utterly fail in the right and successful accomplishment of the good at which he aims.

Were he gifted highly with the above qualifications, and many others desirable, yet were he inefficient in judgment and firm decision of character, his labors would seldom confer but little benefit. Judgment to plan, and decision to execute, are attributes of the mind often called into requisition. Cases of difficulty, questions vital to the interests of our schools, are often presented for consideration, which require much of judgment, that his convictions favor not the wrong, and unfaltering decision to consistently maintain and defend the right.

Last, but by no means least, he should be preëminently conscientious and moral, both in precept and example. His every duty should be performed in the broad sunlight of conscience. A high and responsible trust is committed to his charge; and if he be not unfaithful, he will not only labor to give to the young and pliant mind an *intellectual* bias, but will also endeavor to guide and mould the tender heart. How beautiful in early childhood, as in riper years, to behold the moral nature correspondingly and harmoniously being developed with the intellectual. It is our belief, that whoever is commissioned to labor with the young, should ever aim at this two-fold development of character.

We deem it not inappropriate here to remark, that we are confident it was the full possession of the above qualifications, together with

others not less essential, that gave to the labors of our resigned Superintendent such eminent success. For more than twenty years he has sustained an official connection with our schools, with unabated interest and profit; a term of service, we fear, cannot as long, nor as profitably, be filled by another. We know that in expressing our own regret that the pressing duties of his ministerial profession could not longer permit him to retain his relation as Superintendent, we but give utterance to the sentiment of the public, and especially of the Board of which he was so long a member. As a leading pioneer in the cause of education, we shall ever esteem it a privilege to look to him for sympathy, counsel and encouragement; and as he approaches the evening of his days, which invites to reflection of the results of past labors, may it be his joy to witness an abundant harvest of rich fruit, matured from those seeds of instruction which he has so long and so faithfully implanted.

As I cannot report definitely of the progress of the schools only for the winter term, I shall make special reference to none, except the High School. This school has, for a number of successive terms, enjoyed the services of Mr. Howard M. Rice. In all his instructions he evinced a high degree of scholarship and capacity for his calling. His example before his pupils and his intercourse with them, were at all times judicious and beneficial. In refinement, morality and integrity of character, he is seldom equaled. The community sustains no small loss when such an one goes from their midst. In his departure he takes with him our best wishes for his future success and prosperity. Happy the school that shall, in the future, be blessed with his high intellectual and moral instructions.

Notwithstanding this school has been favored with most efficient teachers, yet, from observation, we are convinced that it does not well rank with other High Schools in the State. In my opinion, it is entered by scholars quite too young. Their minds and capacities are not sufficiently matured to engage, with success, in those studies we think should be taught in High Schools. The undue desire of parents to advance their children from one department to another, before their age and talent demand it, has, no doubt, operated largely in producing this result; but we look for the day, not far distant, when they are to see that this hastening their children is not productive of their greatest intellectual good; and hope, by their co-operation, that a change may be made, which shall give to our High School a popularity unsurpassed.

SCHOOL HOUSES.—A school house, in order that it may justly be called a *good one*, should have, at least, the following accommodations:

First, a school-room should not only be sufficiently large for the desks and seats, but there should also be an ample space, or platform, where the classes can be called for recitation, and where visitors can be comfortably seated. Suitable provision should also be made for a

healthful ventilation. The windows should be well furnished with blinds or screens, and the walls should be liberally supplied with blackboards, maps, charts and appropriate pictures.

Secondly, there should be at least *two* ante-rooms, one for the reception of clothing, containing, perhaps, conveniences for washing, and the other for fuel.

And thirdly, the play-ground should be large, and so located that the pupils can engage in their recreation with safety to themselves and the passers-by.

Many of our school houses are sadly deficient in what we have named. Some have not room to comfortably seat their scholars, having no convenient place to call out the classes for recitation, no accommodations for the reception of visitors. Others have a very poor apology for ante-rooms, and have no play-grounds at all, except in the public highway. In others we could discern no provision for ventilation, except that furnished by broken windows, and a sad deficiency of blackboards, maps, &c.

Districts 15 and 18 very much need entirely new houses.

The spirit of emulation which inclines a district to possess a more convenient and attractive school house than its neighbors, is truly commendable. We have known this spirit to become so contagious and fatal in some towns, as to result in the improvement, or re-building, of nearly every school house. A like spirit and fatal result in our town could not be lamented.

SCHOOL BOOKS.—The following are the principal text books recommended by the Book Committee:

Sargeant's series of Reading Books, Part Second; Sargeant's Speller; Greenleaf's series of Arithmetics; Greene's Grammars; Warren's Geographies; Potter & Hammond and Payson & Dunton's Systems of Penmanship.

Sargeant's Readers and Spellers have been introduced into most of the schools during the past winter, in place of the Progressive Series. The changing of books is attended with no inconsiderable trouble and perplexity. Many parents seem to feel that the money expended in making the change, is in part, if not wholly, thrown away; and hence, when the Superintendent enters their district to make the exchange, he does not always receive a cordial welcome. To such, we would remark, that the Committee do not intend to make any change in books, at any time, except when it is really evident that the best interests of the schools demand it. They aim to promote the best welfare of your children, and will at no time intentionally do anything that shall be to their disadvantage. Errors, indeed, may be committed, for "to err is human;" and if in the change of readers, made during the past winter, the schools have not been benefited, the Committee have the satisfaction of feeling that they endeavored to do their duty according to their best judgment.

In my opinion, in making the change, nothing has been lost, but considerable gained. The new Readers are, to say the least, as good as any which I have examined; yet a wide field is still open for improvement; and I cherish the hope that ere long some one will publish a series of Readers, the contents of which (especially of the larger books) shall be better adapted to the comprehension of those for whom they are designed.

TEACHERS.—In former Reports, the requisite qualifications, labors and duties of teachers, have been so fully delineated and discussed, that further suggestions might appear but a repetition, and hence unnecessary. Yet a single remark upon the failure of teachers in the science of grammar, may not be without a beneficial result. I find in the examination of candidates for teaching, a more general and observable deficiency in this science than in any other which they are required to teach. While most of them are able to furnish satisfactory evidence of a thorough preparation for their work in other sciences, they will very soon, when questioned, give evident signs of incompetency to successfully teach and apply the rules and principles of our English grammar.

Some have exhibited a knowledge so limited, that they were not able *clearly* to explain the difference between an adjective and an adverb, or between the present perfect and past perfect tenses; were inexcusably ignorant or heedless in the use of capital letters. It is lamentable, but true, that I have received letters from some who have been teaching during the past winter, containing more grammatical mistakes than could reasonably be expected from the older pupils under their charge. As a result of this inefficiency, we find grammar to be imperfectly taught and comprehended in a majority of schools in town.

True, we witness much fluency in the repetition of Rules and Principles, which have been learned by *rote*, but when called upon to make an *application* of those rules and principles, and to give a reason for the application, we find but few adequate to the task. We regret to see these failures, the more, as we regard the science of grammar to be one of the most important branches taught in our common schools. If teachers should thus view its importance, and reflect what a valuable auxiliary it is in acquiring a proficiency in many of the other branches, we think we should cease to hear expressions of distaste for it, and should see a more commendable zeal in duly preparing themselves to profitably and interestingly impart instruction in this desirable branch of study.

On becoming more familiar with the condition and standing of our schools in town, convinces me of the fact, that there is pressing need of renewed zeal and active energy, on the part of all interested in our common school policy. Much labor is yet to be performed, many corners are to be rounded and polished, ere it shall be presented an edifice perfect in beauty and similitude.

If we suffer those institutions which have for their object the general diffusion of useful knowledge, to become secondary objects of consideration, we detract much of strength from the power of the people and of the nation, which lies not in its *numbers* and *wealth*, but in its *mind*. *Ignorance* is the most powerful enemy with which we have to contend. It is hostile to liberty and all free institutions; the most expensive enemy a community or nation can support. Where the system of universal education is established, crime and pauperism have been found greatly to decrease. Some one has wisely said, "It is cheaper to *educate* the young than to *support* the aged criminal."

In closing this Report, it is pleasing to reflect, that during the past year the interest and prosperity of our schools have not been materially affected or diminished by the bloody, but now triumphant struggle through which we have been passing. The scarcity of good, efficient male teachers, caused by the war, has been, however, and must for a long time continue to be, a serious barrier to our prosperity. Of the noble army of teachers that have gone forth to swell the ranks of our patriotic soldiers, how few have returned to engage again in their wonted field of labor. Doubtless many who have not fallen on the field of battle, will remain or return to the blood-stained soil of the South, to establish and perpetuate those educational institutions, which have long been the pride of the North and the glory of our great and mighty Republic.

All of which is respectfully submitted.

F. S. WEEKS, Superintendent.

TOWN OF FOSTER.

The School Committee of the town of Foster, in presenting their Annual Report, have nothing special to report to the freemen of the town.

The schools are in a prosperous condition compared with former years, and there is manifest an emulation to improve in many of the schools, with less controversy than formerly.

About six hundred dollars remains for future schools. A Report has been made to the Commissioner.

All of which is humbly submitted to the town.

MOWRY P. ARNOLD, Chairman.

Foster, May 29th, 1865.

TOWN OF EAST PROVIDENCE.

FOR THE YEAR 1864-65.

The School Committee respectfully present to the citizens of the town of East Providence the following, as their Report for the school year, ending May, 1865 :

CONDITION OF SCHOOLS.—We have thought that we could see some improvement in the condition of our schools during the year. But we have not seen them come up to that high standard of excellence for which every school should aim. In all our schools, we have found ambitious scholars, who have been faithfully aided by ambitious teachers. But, perhaps, classed with these working scholars, we have found those who were not ambitious, and who have failed to make commendable progress. This latter class have yet to learn the lesson, so often sternly taught by experience, that *industrious labor* is the *price* of honorable and permanent gain. While we can report our schools improved, and in a condition which should in a measure be satisfactory, yet there are higher aims to reach—a greater good to gain.

The schools in district No. 1 have presented the greatest improvement, because they had the largest scope for it. The order which has been brought out of chaos in that school, is a rich reward for faithful labor. The tax of \$499 43, which this district paid for continuing their school through the year is an honorable record.

The last term of the school in No. 6 was not as pleasant to the teacher, or as profitable to the scholars, as the previous terms had been, owing, as we believe, to a lack of parental co-operation.

SCHOOL HOUSES.—There remains but two new houses to be built to complete the task which the town has so generously undertaken. Surely, Districts No. 5 and No. 6 will soon be permitted, by the town, to dedicate new school-rooms. Then let the undivided interest of the town be given to building up the schools.

HIGH SCHOOL.—There is great need of such a school, and we regard it as an injustice to ourselves, as a town, that we have but one graded school. We are humbled with the consciousness that many of our scholars have to go out of town for a thorough English education. Two such schools must eventually be established. A single season should not pass without the preparation for such a school somewhere in the vicinity of No. 8.

DIFFICULTIES.—We have found some very serious obstacles in the way of the highest prosperity of our schools. The greatest of these has appeared in the lack of interest, on the part of the parents, in the schools. Parents allow the scholars to come late to school. Parents, for some trivial cause, allow their children to be absent from school.

Then the interest of the scholar begins to fail, and soon you hear the good father or mother saying, "My children don't seem to be doing much at school." The character of the teacher does not altogether make the school; the scholars do not make the school; back of these, and always working with these, must be the parental influence. The secret of many a difficulty is not found in the school-room, but at home. Parents! let your children remember you, as doing everything in your power to give them a thorough education. Much is included in that word *education*; it touches the moral, the intellectual and the physical. This is the education which, under God, has saved our noble country; this will be the education which shall be her future glory and strength. A part of the responsibility in this glorious work is yours.

All of which is respectfully submitted.

T. W. ASPINWALL, THOMAS G. POTTER, G. M. P. KING,	}	Committee.
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TOWN OF EAST PROVIDENCE.

SCHOOL MONEY.

From the State.....	\$698 94
From the Town.....	1,200 00
From Registry Taxes..	66 69
From balance from last year.....	119 61
	<hr/>
	\$2,085 24
For Report of School Committee....	20 00
	<hr/>
	\$2,065 24

Divided among the several districts, as follows:

DISTRICTS.	Divided by the Committee.	Balance from last year.	Total.
District No. 1.....	\$391 03	.....	\$391 03
" " 2.....	276 01	\$35 47	311 48
" " 3.....	263 28	.....	263 28
" " 4.....	209 51	4 29	218 80
" " 5.....	238 77	36 91	275 68
" " 6.....	185 57	... ..	185 57
" " 7.....	169 61	42 94	212 55
" " 8.....	211 85	.....	211 85
	<hr/>		
	\$1,945 63	\$119 61	\$2,065 24

Upon orders of the Committee, the districts have drawn as follows:

DISTRICTS.	Drawn for pay of Teachers.	Drawn for Incidentals.	Total.	Amount not expended.
District No. 1.....	\$370 00	\$21 00	\$391 00	.....
" " 2.....	172 00	41 90	213 90	.....
" " 3.....	237 00	21 50	258 50	.....
" " 4.....	193 00	20 80	213 80	.....
" " 5.....	248 00	12 00	260 00	.....
" " 6.....	160 00	18 12	178 12	.....
" " 7.....	155 00	50 95	205 95	.....
" " 8.....	200 00	11 85	211 85	.....
	<hr/>			
	\$1,735 00	\$198 12	\$1,933 12	\$132 12

	District No. 1.	District No. 2.	District No. 3.	District No. 4.	District No. 5.	District No. 6.	District No. 7.	District No. 8.
Amount of money apportioned to the District.....	\$301 08	\$311 46	\$338 23	\$218 80	\$376 68	\$186 67	\$213 66	\$211 96
Amount of money drawn from the Treasury and expended for Schools.....	331 00	218 90	228 60	218 80	230 00	178 12	206 96	211 66
Names of Trustees.....	C. F. Davis.	W. M. Carpenter.	Chas. Dexter.	T. I. Bonhlay.	F. Arrington.	School under direction of Com.	Kra Hatchline.	School under direction of Com.
Number of Terms.....	4	2	3	3	3	3	3	3
Length of Term in months of four weeks each.....	First, 1 1/2 Second, 1 1/2 Third, 1 1/2 Fourth, 2 1/2	First, 2 1/2 Second, 4 Third, 4 Fourth, 2 1/2	First, 2 1/2 Second, 2 1/2 Third, 3 1/2 Fourth, 2 1/2	First, 2 3/4 Second, 2 Third, 3 1/2 Fourth, 3 1/2	First, 3 1/2 Second, 2 1/2 Third, 2 1/2 Fourth, 4	First, 2 1/2 Second, 2 1/2 Third, 2 1/2 Fourth, 2 1/2	First, 2 Second, 2 1/2 Third, 2 1/2 Fourth, 2 1/2	First, 2 1/2 Second, 2 1/2 Third, 2 1/2 Fourth, 2 1/2
Whole number of pupils registered during each term.....	First, 63 Second, 63 Third, 65 Fourth, 64	First, 50 Second, 60 Third, 60 Fourth, 64	First, 63 Second, 66 Third, 66 Fourth, 64	First, 81 Second, 86 Third, 86 Fourth, 86	First, 89 Second, 89 Third, 89 Fourth, 89	First, 11 Second, 16 Third, 18 Fourth, 18	First, 18 Second, 16 Third, 19 Fourth, 18	First, 26 Second, 32 Third, 35 Fourth, 35
Average attendance during each term.....	First, 38 Second, 43 Third, 40 Fourth, 40	First, 38 Second, 56 Third, 56 Fourth, 40	First, 44 Second, 50 Third, 50 Fourth, 40	First, 24 Second, 25 Third, 22 Fourth, 22	First, 31 Second, 38 Third, 27 Fourth, 27	First, 9 Second, 18 Third, 12 Fourth, 12	First, 12 Second, 13 Third, 14 Fourth, 14	First, 21 Second, 28 Third, 28 Fourth, 28
Number of families who sent children to school during each term.....	First, 97 Second, 82 Third, 102 Fourth, 101	First, 24 Second, 26 Third, 26 Fourth, 26	First, 33 Second, 36 Third, 34 Fourth, 34	First, 14 Second, 16 Third, 16 Fourth, 16	First, 20 Second, 20 Third, 19 Fourth, 19	First, 11 Second, 11 Third, 11 Fourth, 11	First, 6 Second, 8 Third, 11 Fourth, 11	First, 16 Second, 18 Third, 16 Fourth, 16
Names of Teachers.....	M. A. Aldrich. J. H. Chassee.	Lydia A. Paine. A. Eliza Bishop.	II. M. Gerald.	M. L. Phillips.	L. Eleanor Bliss. Mary E. Reid.	Mary Cobb.	Sarah H. Monroe.	Sarah R. Grant. Martha C. Harding.
Number of visits from Trustees during the year.....	6	5	1	2	4	0	2	0
Number of visits from Communes during the year.....	15	7	9	10	12	10	6	12
No. of visits from parents and others during the year.....	157	67	63	93	84	48	66	96
Wages of teachers per month during each term.....	(Grammar School, \$20 Primary B, 28)	First, \$24 Second, 28 Third, 28	First, \$24 Second, 28 Third, 28	First, \$20 Second, 24 Third, 24	First, \$24 Second, 28 Third, 28	First, \$23 Second, 23 Third, 23	First, \$20 Second, 23 Third, 23	First, \$24 Second, 28 Third, 28
School-house, whether new or old, & condition of the same	House in good condition.	New House.	New House.	Old House.	Old House.	Old House.	New House.	New House.

TOWN OF BURRILLVILLE.

FOR THE SCHOOL YEAR ENDING MAY 1, 1886.

The School Committee of Burrillville hereby respectfully submit their Annual Report. The past year has furnished added proof that our admirable free school system stands foremost among the beneficent institutions of our State. Like the great force of nature, its working is so silent and quiet that it is scarcely recognized save in its results; yet these are so obvious and so grateful that none can fail to appreciate them. We see these results in the material blessings which skilled labor multiplies. Richer harvests, better dwellings, and happier homes are developed by the intelligent enterprise which is inspired and fostered by our common schools. Touched by this inspiration, community develops the material resources placed within its reach. Rivers, that for ages have expanded all their force in crowding to the sea, are tamed and educated to minister to human welfare. Their wild, lawless babble is changed to the music of labor. Their tireless fingers, skilled to mathematical exactitude, are placed upon the spindle; the distaff and the loom, are made to perform tasks which would weary a nation's strength.

Skilled labor lays its hand upon the rock, and it pours out rivers of oil upon the earth, and sea, and air, and they alike yield their benefactions to the race. Therefore every dollar expended for free schools is more than repaid in the increased wealth of community. But these material interests are not the highest ones subserved by our free schools. The richest culture is that which develops manhood, that which tends to the intellectual, social and moral elevation of the race. That our free schools tend to secure this result, may be seen by comparing those communities where they are established with those where they are unknown. Compare New England with the South. How great the contrast. Had the Southern States enjoyed the advantages of free schools, rebellion would have been impossible. A public debt of \$3,000,000,000, and half a million of lives sacrificed in war, are but a part of the fearful price which the nation is paying for the ignorance and consequent barbarism of the South. Do any doubt the economy of free schools? Do any feel that the tax imposed for this object is a burthen? Let such estimate the cost of ignorance and they will doubt no longer.

The cost of free schools in the town for the past year may be seen in the following statement:

State appropriation,	-	-	-	-	\$1,459 97
Town " "	-	-	-	-	1,200 00
Registry Tax,	-	-	-	-	268 98
Unexpended of last year,	-	-	-	-	2 14
					<hr/>
					\$2,931 09

The State appropriation was divided as the law directs. The remainder, after deducting \$25 for printing Report, was divided one-half equally among the several districts, and the balance according to the average attendance for the previous year. The amount apportioned to each district may be seen in the first table appended to this report.

In addition to the above appropriations, the Districts raised by rate-bills, taxes, &c., about \$500 for the purpose of lengthening the schools. This makes \$3,431 09 expended for the year, being about \$3 50 for each scholar registered. By reference to the tables, it will be seen that the average attendance for the whole town is a fraction less than 70 per cent. of the number registered. Absenteeism is one of the greatest hindrances to the advancement of our schools. It is to be hoped that parents will soon learn the folly of sending their children so irregularly. The lessons acquired are so disconnected and fragmentary that they are of little use. And what is still worse, the whole school has to suffer on account of these delinquent ones. We hope to see this evil speedily removed, or at least, very much lessened. With few exceptions, the school houses in the town very much need improving. Many of them are badly located, crowded into the highway, with no pleasant and attractive surroundings. Quite a number are inconveniently arranged, and several are sadly out of repair. One, that in No. 15, was condemned by the Committee more than a year since. We learn with pleasure that that district intends to furnish itself with a better house during the present season. No. 8 has taken the necessary steps toward repairing its house. We hope that other districts will do likewise. In spite of all these difficulties arising from unsuitable houses and irregularity of attendance, the schools in the town have done very well. Some of them have met every reasonable expectation of your Committee. We have labored to make our examinations of teachers thorough, and have intended to give certificates of qualification to those only who possessed it, at least so far as education is concerned.

There are other qualifications quite as essential; such as aptness for teaching, interest in and love for the work; an ability to secure good government, &c.; the possession of which can only be determined by success in the school-room.

The absence of either of these qualifications on the part of the teacher, operates disastrously on the school. We are happy to state, however, that of the twenty-five teachers employed in the town, a few only have failed to answer the reasonable expectations of the community. Among the evidences of improvement in our schools, we notice that teachers are getting a clearer apprehension of the philosophy, the methods, and the objects of education. The stuffing process, which sought to crowd the memory with isolated facts and arbitrary rules, has, in most cases, given place to the more rational work of developing the powers of the mind; regarding no lesson learned until its principles are elucidated and their application understood. Striking

scholars' heads, pulling their ears, or throwing things at them across the school-room, are superseded by more refined methods of enforcing discipline.

The use of slang phrases, coarse epithets, and biting sarcasms, are very generally discarded on the part of teachers. The few who have not learned that a teacher should be a model in his language and manners, and above reproach in his moral character, will soon be compelled to give place to persons better fitted to meet the responsibilities of the teacher's important profession.

Our official intercourse with the teachers, and also with the trustees of the several districts, has been pleasant, and we trust beneficial to the schools. Our criticisms on what we deemed erroneous, and our suggestions for improvement, have been kindly received.

One of the most serious defects in the methods of teaching which prevail in some of our schools, is that where the teacher does not discriminate between study and recitation. A spelling exercise, where the lesson is not learned, will illustrate this. When a word is misspelled, the teacher re-pronounces it so as to indicate its spelling, and says, "Try again." Another guess on the part of the scholar, and then another wrench on the part of teacher, which shall if possible, reveal every separate letter, though sacrificing every principle of orthoepy, will, it is hoped, secure the impossible result of making a good speller without study. If at length, the scholar guesses correctly, it is of no value to him. In ten minutes he will forget which of his guesses was the right one. Besides, this habit is most pernicious in its effect on the mind. The scholar who is allowed to depend on guessing rather than on study, will be very likely to go through life in the same way. Questions should never be framed so as to indicate the answer.

This mode of conducting a recitation takes double the time necessary for one properly managed. There can be no interest in such an exercise, no enthusiasm in the school, and no self-reliance on the part of the pupils.

It will be seen by the tables, that some of the schools are quite too small. This is the case with those in districts Nos. 3, 8, 13, 14 and 15. Other schools are too large for the rooms where they are convened, or for the single teachers employed in them. The schools in Nos. 4 and 5, are of this class. It is hoped that some arrangements will be made to remedy these defects so as to make our schools more efficient.

Your Committee has not been as large as intended, on account of one of the electees, Mr. Francis Carpenter, declining the appointment. Owing to the protracted illness of the Chairman, during the latter part of the year, the schools have not all been visited as often as desirable.

In conclusion, we would recommend to the inhabitants of each district, to raise by tax or rate-bills, money enough to continue the schools

at least eight months in each year. No district should be satisfied with any thing less than this. Short terms and long vacations neutralize each other. Few are aware of how much is lost by this arrangement. The length of all the schools in the town, last year, was one hundred and two and three-quarters months. This, divided by sixteen, gives six and four-tenths months to each school. Now seventy per cent. of this, which was the average attendance in the town, leaves less than four and one-half months for each scholar. Shall this state of things continue? This is an age of education. The mental activities of the world are being quickened as never before. Books and papers are being multiplied and scattered like forest leaves. The emigrant from the old world, with his garments still dripping with ocean's spray, brings his children to our schools, and sends them on in their upward climbing. The freedmen of the South, redeemed from the bondage of ages, spend their first breath of freedom in learning to read the sweet words of liberty, law and religion. "Knowledge is power." Mind, rather than muscle, makes the man. Intellect, instead of brute force, must sway the world. And we owe it to ourselves, to our children, and to the world, that we bequeath to those who are soon to take our places, the best possible qualification for the sacred trusts which they must assume. In order to do this, we must sustain and make efficient our common schools. We must not only make our schools longer, but we must give a just compensation for teaching; a compensation equal to that paid in other towns, and equal to that paid in other departments of labor. The penny wise and pound foolish economy of employing teachers who will teach for the lowest possible price, will banish the best talent from our schools. We cannot afford this. We want the best possible teachers to develop the minds and mould the characters of our children. Let such be well paid, co-operated with in their labors, and continued from year to year in the same schools; and the improvement will be so marked that no one will feel the added expense.

ISAAC STEERE, }
M. PHILLIPS, } Committee.

TOWN OF BURRILLVILLE.

District.	LOCAL NAME.	Money Appor- tioned.	Amount Drawn.	Length of School.	NAMES OF TEACHERS.
No.				Mos.	
1	White School House	172 35	172 35	7	Carrie B. Mowry.
2	Mount Pleasant....	253 27	153 27	7	Mary Trafton and } Welcome Ballou }
3	Esten	115 20	115 10	4½	Rhoda A. Esten, } M. L. Esten. }
4	Glendale	238 07	237 19	6½	John Thayer and } Adin L. Steere. }
5	Mapleville.....	208 39	208 39	5	Lydia C. Armstrong and } Emma J. Potter. }
6	Round Top.....	127 33	127 83	6½	Sarah J. Bates.
7	Harrisville.....	354 67	354 67	6	Emma J. Potter, E. M. Steere, } Nancy Angell, A. M. Smith. }
8	Logee	119 35	119 35	6½	Nancy A. Paine.
9	Wallum Pond.....	125 71	125 71	6	Jennie S. Wakefield and } Julia A. Robbins. }
10	Laurel Hill.....	235 95	232 95	5½	Hattie N. Bates and } Lizzie G. Bates. }
11	Pascoag.....	303 79	303 79	9	E. A. King, Oscar Lapham, } Lucy W. Smith, S. J. Bates. }
12	Eagle Peak.....	146 91	146 91	6½	Lizzie Shumway.
13	Jackson.....	127 83	127 83	6	Nancy W. Angell.
14	Buck Hill.....	136 31	136 31	5½	Ellen E. Tourtelott.
15	Harris.....	184 19	184 19	7½	Adeline M. Bartlett.
16	Mohegan.....	206 27	206 27	7½	Lewis T. Moore and } Ellen M. Steere. }

DISTRICT.	SUMMER SCHOOL.				WINTER SCHOOL.			
	Boys.	Girls.	Whole No.	Average.	Boys.	Girls.	Whole No.	Average.
Number 1	26	19	45	30	23	11	34	21
" 2	15	15	30	18	29	13	42	37
" 3	2	9	11	7	7	7	14	9
" 4	42	43	85	61	64	46	100	53
" 5	54	46	100	62	45	28	73	38
" 6	12	14	26	17	..	..	..	..
" 7	98	98	196	136	93	89	182	124
" 8	5	7	12	6	7	10	17	13
" 9	9	15	24	15	10	10	20	12
" 10	47	42	89	71	47	35	82	71
" 11	63	71	134	106	69	59	128	103
" 12	11	18	29	23	21	15	36	28
" 13	8	4	12	9	7	2	9	8
" 14	5	4	9	7	9	4	13	10
" 15	7	10	17	9	8	11	19	12
" 16	35	33	68	43	41	35	76	50
	439	448	887	620	470	375	845	589

TOWN OF CRANSTON.

REPORT OF THE SUPERINTENDENT FOR THE YEAR 1866.

Great changes have taken place within the past year. Our nation has emerged from the horrors of a gigantic civil war, and entered upon a new era of peace. After four long years of such war as the world never before witnessed, our national honor is vindicated, the Union of the States preserved, and we stand before the world redeemed from the great national stain.

To one unacquainted with the genius of our institutions, it would naturally seem that during such a period of strife as we have now passed through, all society would be convulsed, churches would be deserted, colleges forsaken, and schools closed. But, whatever of this may be true of the region occupied by the insurgents, throughout the *loyal* States the institutions of learning and religion have not failed or faltered.

Our public schools, as well as private institutions of education, have been as prosperous as in any previous period — a fact highly gratifying to all those who have the good of the community at heart.

It is proper to remark here, that our nation owes much of its present condition of success and prosperity to our excellent system of *Free Schools*. Without the general intelligence diffused by public schools, it may well be doubted if we should have maintained the national authority against the strength and determination of the rebels; and it hardly admits of a question whether had free schools obtained in the South as they had in the North, there would ever have been any rebellion at all.

It is a source of congratulation to our people to-day, that the public schools of this town, as well as of other portions of the State, are in a highly prosperous condition. It is believed that Rhode Island has made as great improvement in the actual condition of her schools, within a few years past, as any New England State; and we hope the schools of Cranston are not in essential matters behind those of sister towns. There has been evident throughout the year now closed a marked improvement in many of the schools.

Most of the teachers have exhibited a commendable interest in their duties, and where teachers are devoted to their work, the condition of the schools must inevitably be improved. It has been a source of great pleasure to me, in visiting the various schools of the town, from time to time, to observe the enthusiasm and devotion manifested by those called to instruct. I have generally found an interest and an earnestness, both on the part of the teachers and the pupils, which must necessarily bring success.

There are, however, some matters needing attention and improvement.

In the present report, I shall endeavor to speak plainly of the prominent features of the schools in their present condition, and to call attention to such evils as in my judgment need attention and correction.

NUMBER OF PUPILS.

District No.	1.	Average attendance in 1865,	12;	in 1864,	13
"	2.	"	79;	"	68
"	3.	"	108;	"	110
"	4.	"	432;	"	413
"	5.	"	36;	"	46
"	6.	"	36;	"	43
"	7.	"	37;	"	22
"	8.	"	34;	"	31
"	9.	"	31;	"	43
"	10.	"	214;	"	179
"	11.	"	39;	"	42
			1058		1010

DIVISION OF MONEY.—The following schedule will exhibit the amount of money appropriated and expended during the school year just closed :

Town Appropriation,	-	-	-	-	-	\$4000 00
Registry Tax,	-	-	-	-	-	389 00
State Appropriation,	-	-	-	-	-	2121 37
Total,	-	-	-	-	-	\$6510 37

Besides this amount, there has been expended for school purposes						
by District No. 4, about	-	-	-	-	-	\$3700 00
" " 10, "	-	-	-	-	-	2500 00
" " 11, "	-	-	-	-	-	100 00
" " 8, "	-	-	-	-	-	100 00

Total,	-	-	-	-	-	\$6400 00
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The whole amount, therefore, expended in the town for public schools during the year falls not far short of \$13,000, which is \$12 28 to each pupil of the average attendance.

SCHOOL HOUSES.—The increase of population, in some Districts, has made it necessary to furnish further accommodations for the schools.

There has been scarcely any material change in the population, except in No. 4 (South Providence,) No. 10 (Elmwood,) and No. 3 (Spragueville.)

District No. 4 has purchased the building known as "Lyceum Hall," the lower story of which has been occupied for some years by

the Grammar School. It is proposed to establish the Grammar department in the upper story, and to furnish the lower story for an additional Primary School. The rapid growth of the place has rendered this additional school an absolute necessity; and the time will not be long before still further room will be required.

I cannot refrain from urging upon the people of this District the importance of liberal appropriations for school purposes, nor should I be just to them did I not commend them for their appreciation of good schools, and their endeavors to improve them. The schools of this district are the largest in the town, numbering in all the departments nearly 600 pupils under the care of eleven teachers; or more than one third the number in the entire town. They are among the best schools in the town, and I believe will compare favorably with similar schools elsewhere. But they would be greatly improved by a better arrangement of the school houses. I would, therefore, respectfully suggest that at the earliest practicable opportunity all the school-rooms be divided by partitions, and thus each teacher have the control of a room by herself.

It is generally agreed among educators, that, by the system of single rooms, with from forty to sixty pupils and one teacher in each room, twenty-five per cent. more work can be accomplished, and the whole done with far greater ease, and less friction in the government.

District No. 10, (Elmwood,) has found it necessary to provide further accommodations also, and has already opened a school in a private house in the western portion of the district. This section of the district is the farthest from the school house, and has a considerable population. The Committee therefore have approved the action of the district in purchasing a lot, eligibly situated and well adapted for the purpose, and hope that at an early day, a house will be erected upon it to furnish the much needed school accommodations for the children in this part of the district.

District No. 3 (Spragueville,) will soon find it necessary to provide further room, and the proprietors of the village, whose liberality in all town improvements has become proverbial, have already signified their readiness to further such plans as may be considered wisest.

SCHOOL YARDS.—The condition of school yards, and proper regulations governing the conduct of the pupils while in the yards, at recess, and before and after school, have been too generally, sadly neglected. The cultivation of good morals and correct habits out of school, as well as in school, is of the utmost importance. It should be the aim of every teacher to instill correct principles, and to repress and discountenance incorrect habits among the pupils outside as well as inside of the school walls.

The teacher that allows unlimited noise, crowding, pushing, quarreling, fighting, climbing fences or walking on fences, wandering off from the school premises, profane swearing, or other evil practices at

recess, is regardless of duty and unworthy to have the important post of teacher of youth.

In this connection it should be stated that no pupil who persists in any vicious or immoral course of conduct, which exerts a harmful influence upon the school, should be allowed to remain in the school.

The important principles that "Private interests must yield to the public good," and "What injures the whole should not be tolerated in one," must be properly enforced in a school.

And then the house, the yard, and all the school surroundings, should be neat, clean, tasteful, healthful and moral.

It is surprising that parents, who have a spark of affection for their children, or the least care for their well being, can be willing to allow those children to be daily conversant with all the degrading and debasing influences which surround some school houses and yards.

Every teacher, trustee and parent, should consider it an important duty—indeed of the *highest* importance, that all the surroundings of the school should be healthful, cheerful, and ennobling.

TRUSTEES.—The school law of this State makes the following grades of school officers with specific duties, viz :—

1. *A School Commissioner*, who has the general oversight of the schools of the State.

2. *The School Committee*, annually appointed by each town, among whose chief duties are the following :—

"To examine teachers and give them certificates of qualifications; to dismiss teachers, or annul certificates; to apportion the school money among the districts, and to make rules for attendance of pupils, for use of text books, and for discipline, instruction, &c., in the schools."

3. *Trustees*, chosen annually by each school district, whose duty it shall be "To employ teachers, have control of school houses and other district property, provide school rooms and fuel, to visit schools, to supply scholars with books at expense of district, after notice to parents," &c., &c,

One of the most important of these duties of trustees is "*to employ teachers.*"

We wish here most earnestly to say to the trustees of the several districts in this town, that they can do more to elevate the character of our schools by employing *only the best teachers*, than by any other means, and *all* other means combined; and they can do more to retard the advancement of the schools by persisting in employing incompetent teachers, than can be remedied by them, or by all other school officers combined.

It is too frequently the case that a trustee will engage, as teacher, some young girl, (perhaps a friend, or relative, who desires an opportunity to earn money,) or the first applicant for the place, or the one who offers to "keep the school" at the cheapest price, and he sup-

poses his duty is fully discharged, provided the candidate selected can succeed in getting a "certificate" from the "Examining Committee."

Now, this is *all wrong*. It is the duty of the trustee to engage the services of the *best teachers*. If none are known to him, let him inquire of the School Committee, the Superintendent, the School Commissioner, or of other friends of education, who would probably know of some person properly qualified to teach the school in question. There is altogether too much favoritism in selecting teachers.

It should also be the aim of the Trustees to retain a good teacher permanently, since these constant changes are so injurious to the progress of the schools.

After one has become accustomed to the school, is acquainted with the characteristics of the scholars, and of the parents, much greater progress will be made than is possible with a new teacher. But a teacher who is not qualified either in scholarship, government, or tact, should *not* be retained, although she may be wife's sister, or wife's sister's daughter, to some one in the district, possibly the trustee himself.

TERMS AND VACATIONS.—It is now the established custom of several of the districts to have the terms and vacations the same as in Providence. It would be well to have uniformity in this regard, and it is, therefore, respectfully requested of the trustees, and people of the several districts, where a different arrangement of terms has prevailed, to inaugurate a uniform system as soon as possible on the following plan:

Let the fall term commence on Monday following the first Wednesday in September, and be followed by a vacation of one week, which shall be the week of the annual Thanksgiving. This term will consist of ten or eleven weeks; the winter term follows, consisting of eleven weeks, and is succeeded by a vacation of one week, in February. The spring term is also eleven weeks, and is followed by a vacation of one week in May. The summer term completes the year, and is *ten* weeks whenever the Fall term preceding was *eleven* weeks, and *eleven* weeks whenever the Fall term preceding was *ten* weeks. This makes *forty-three* weeks in the school year, followed by a vacation of six weeks, extending from the latter part of July to the beginning of the fall term in September.

For those districts where there is only sufficient money to keep the school three terms, one of these terms may be omitted, and the term omitted should depend upon the convenience of the people of the district.

If it be necessary to omit two terms, it will probably be better to keep the school during the summer and winter terms.

If it be necessary to shorten any term, it will be better to cut off from the summer term in July.

ATTENDANCE.—It is of much importance that the teacher, the trustee, and the parent, co-operate to secure uniform attendance at school, on the part of every pupil.

If one be absent from his class to-day, and another to-morrow, the progress is necessarily slow.

In an experience of fourteen years' constant teaching, I do not recollect to have known a single case where a pupil, subject to irregular attendance, has rendered himself conspicuous as a successful scholar.

It must be that parents are not aware of the great injury they do their children by taking them out of school for a day now and then for some trifling reason. It renders them listless and inattentive while in school, restive under restraint, and they not unfrequently lose all interest in their studies and become the most troublesome pupils in school, when, had they been allowed and obliged to attend school regularly, they might have become the best scholars in the whole school.

In this connection it should be said that the evil of lateness is not entirely cured yet. Undoubtedly, the millennial day will be nearer at hand than at present before this sore annoyance shall be banished from the school-room.

STUDIES.—Much might be said concerning each of the several branches pursued in our schools, in respect to the mode of teaching, relative importance, prevailing errors and best methods of correcting them. But I propose to content myself with noticing a few points relating to the more important studies.

READING.—More time is spent in learning to read than in the pursuit of any other branch of a complete education. We begin at school in learning to read. We read every day through the primary school, the intermediate school, and the grammar school; and it were necessary that the daily exercise be continued through the high school to make good readers of most of our pupils.

It seems to me that this branch is taught with less success than most other subjects. But I only propose to offer a few suggestions concerning elementary and fundamental principles.

No one can teach reading with success unless he begins right. The first thing to be learned is to *call words at sight*. This can best be done by the frequent repetition of words in columns from the spelling book. By this practice, also, correct pronunciation is secured, the pupil repeating the words after the teacher until they are familiar, then repeating them alone and the teacher correcting any errors.

It should be the constant aim of the teacher to observe erroneous pronunciation, or inflection, and to correct it as soon and as often as it is observed.

Constant hesitation, and halting at every word, is a serious fault of readers in most of our schools.

The teacher should endeavor to secure ease and fluency in reading, even with very young children. They should be taught to give the force and meaning of every sentence. Merely calling the words in a jagged, halting style, ought not to be longer endured in this age of improvement.

SPELLING.—Allied to the art of reading and of not less importance is spelling.

To spell well is an art easily acquired in early youth, but very difficult if left to a more mature period. To spell well requires principally a continuous exercise of memory. The words must be studied and be made familiar either to the eye or to the ear. It were better that the pupil practice both methods, the oral and the written; and it will be found necessary to continue a thorough drill by various means. When one system appears to fail, adopt another. Keep up a lively interest in the exercise, and constantly impress upon the minds of the pupils the necessity of becoming good spellers.

A worthy teacher of one of the largest schools in our State, in a lecture upon spelling at a recent meeting of the R. I. Institute of Instruction, dwelt upon certain laws and rules for spelling which will create an interest in the minds of the pupils. He suggested classifying words of anomalous orthography, that they might be the more easily remembered, and instanced the following, which may serve to illustrate the plan: Tell your pupils that *supersede* ends in *-sede*, and ask them if they can find any other word with the same termination.

The next day ask them how many words they can find ending in *-cion*. They will probably tell you of *suspicion*, and *coercion*, to which you may add *ostracion*.

Again, ask them how many words end in *-ceed*, and they will quickly exhaust the list and tell you "three;"—viz.:—*Proceed*, *exceed*, *succeed*. By this plan of encouraging thought much interest and enthusiasm may be awakened in the subject.

WRITING.—Much more careful attention should be given to the art of writing.

The old-fashioned system of allowing each pupil to select his own writing-book, taking perhaps the highest number in the series, and then writing as fast, as often, and as far as he pleases, is too antiquated to find an apologist at this day. But, practically, that plan is employed in many of our schools to-day. You might just as well allow your pupils to get any arithmetic they choose, and commence where they choose, and advance as fast and as far as they choose.

There should not be more than *three* numbers in *any* school, in most schools but two, and in some but one. The pupils should then write the same page at the same time, and when absent leave the page to be written at some other time, but go on with the class. With proper instructions from the teacher, concerning *how* each copy and each *letter* should be written, and the common errors pointed out, rapid progress will be made. I hope each teacher will see that the pupils use Potter & Hammond's copy works, the most systematic and the best I have ever seen, and that they write in classes, the same page at the same time, using much waste paper in practising the copy before writing it in the book. By far greater improvement will be made by this method than by the old-fashioned way indicated above.

MENTAL ARITHMETIC.—I am more and more convinced that mental arithmetic has been pursued in many of our schools with too little advantage, if not with an absolute loss of time, toil and interest. It has, in my opinion, become much too common for young children to be found performing, or attempting to perform very difficult examples in fractions, interest, and, what is usually termed analysis, when they know absolutely *nothing* of the principle involved, and merely learn the *words* of the solution, parrot-like, so that they are totally unable to perform a second example of precisely the same nature, but not found "in the book."

I am decidedly of the opinion, whatever others may think concerning the matter, that this abstruse practice in mental arithmetic should be left to be pursued by older pupils with more disciplined minds.

Young pupils should be very thoroughly drilled in the practice of the *simple rules*—should know thoroughly the addition, subtraction, multiplication, and division tables, and then take up *written* arithmetic and carry the two—mental and written—along together.

I do not deem it necessary to speak further of the other branches usually pursued in our public schools, and it only remains for me to make a few special suggestions to the teachers of the town.

RETURNS.—It is respectfully suggested that too frequently the teachers are remiss in filling up the blank returns which they and the trustees of each district should make out and forward to the committee at the close of *each and every term*.

In addition to the district returns, each teacher in the town is requested, at the close of every term, to send me a special report, embracing the following information:—

1. Whole number of pupils registered.
2. Average whole number belonging.
3. Average attendance.
4. Whole number of absences.
5. Whole number of late marks.
6. Length of term, in weeks.
7. Number of times school has been closed, with the reason therefor.
8. How many, and what schools, teacher has visited.

TEACHERS' MEETINGS.—During the year past the teachers have met the superintendent twice each term, for mutual conference and consultation. The meetings have been held in the school houses, in South Providence, Elmwood, Spragueville and Knightsville. The time has been on Friday afternoon, two weeks after the commencement, and two weeks before the close of each term.

These meetings have been found of much profit, and it is quite evident many improvements have been made in the schools through their influence. The best methods of teaching Reading, Spelling,

Writing, Arithmetic, and other studies, have been discussed; questions asked and answered; particular difficulties relating to the several studies, the best methods of discipline, general rules for the schools of the town and many other topics have been considered; and existing evils have been so presented as to lead to the correction of them.

The results of these meetings have been so favorable that the school committee have directed their continuance the coming year, and it is ordered that every teacher in the town attend them. If any teacher be absent for any reason, an excuse in writing is to be presented to the superintendent at the meeting, or as soon after as may be convenient. These excuses are placed on file and may be referred to afterwards.

The school committee and trustees of the several districts, and citizens, are invited to be present at these meetings.

It is impossible to bring our schools up to a proper and reasonable degree of excellence without an earnest and devoted spirit in the teachers. This spirit it is difficult to attain, or maintain, without frequent professional meetings.

It is therefore earnestly recommended that all the teachers in the town attend the meetings of the *Rhode Island Institute of Instruction*, and as many of them as can make it convenient attend the annual meeting of the *American Institute of Instruction*, and the *National Teachers' Association*.

I have noticed during the year past this fact, that, with no exception, those teachers who have attended the meetings of the *Rhode Island Institute*, and have read the *Rhode Island Schoolmaster*, are the best teachers in the town, and their schools have exhibited the most marked improvement; while of those who have failed to attend these meetings, and to obtain the benefit to be derived from our Educational Journal, in scarcely a single instance can they be justly ranked among our best teachers, but are generally the least successful of all.

HIGH SCHOOL AND NORMAL SCHOOL.—It is greatly to be desired that the grade of our schools be so elevated, that, at as early a day as practicable, a High School may be established in the town. It is a law in Massachusetts that every town, with a certain number of inhabitants, *shall* maintain a public High School. The time has come when the best interests of this state demand that every school district maintain at least six months in the year a public school, and that every town in the state have a public High School.

It is most earnestly to be hoped that our legislators will not take a step backward and abolish our excellent State Normal School. The training of teachers cannot be too carefully attended to, and it will be a disgrace to our state, now that we have so long maintained a State Normal School to abolish it. Let it be re-organized and located at a proper central point, and it will accomplish more for the advancement of the state, intellectually and materially, than the same money can accomplish expended in any other way.

THE TEACHER'S WORK.—It is impossible to over-estimate the importance of the teacher's work. In his hands are placed the destinies of the future. It is of the highest importance that we employ *the best* teachers, that we see to it that they are earnest and faithful in their duties, and that we aid them and encourage them in every possible way.

And every teacher should remember that the highest and most important duties he has to perform, are those that relate to the inculcation of *principles*.

It should never be forgotten that our government, and all our institutions, are founded upon the Christian Religion, and that in our public schools, while all sectarian and party teachings are entirely and ever excluded, the great principles of Christian morality should always, both by precept and example, be taught and enforced.

Regard for the teachings of the Holy Bible, truthfulness, honesty, virtue, benevolence, obedience to all authority, parental and governmental, patriotism and all upright actions should be as much taught, and as earnestly enforced as the principles of Arithmetic or of Grammar.

WILLIAM A. MOWRY.

Elmwood, July 27, 1865.

LIST OF TEXT BOOKS AUTHORIZED BY THE SCHOOL COMMITTEE
TO BE USED IN THE PUBLIC SCHOOLS OF CRANSTON.

Sargent's New Series of Readers ; Sargent's New Speller ; Potter & Hammond's Copy Books ; Potter & Hammond's Book-Keeping ; Greenleaf's Arithmetics, (Mental and Written) ; Warren's Geographies ; Greene's Grammars ; Quackenbos' History of the United States ; Greenleaf's or Robinson's Elementary Algebra ; Worcester's Comprehensive Dictionary ; Sheppard's Constitutional Text Book ; Quackenbos' Natural Philosophy ; Wells' Chemistry ; Gray's Botany.

It is not designed that changes in text books shall be made, except as new books are needed by the regular advancement of classes. All teachers are hereby directed not to introduce any other text books instead of those in the above list, without authority from the Superintendent.

**NAMES OF DISTRICTS AND TEACHERS FOR THE YEAR ENDING,
JULY, 1865.**

No.	LOCAL NAME.	GRADE OF SCHOOL.	TEACHERS' NAMES.	RANK.
1	Pippin Orchard,	Ungraded,	Louisa E. Sweet,	Principal.
	"	"	Lydia A. Sherman,	"
2	Knightsville,	Primary,	Abbie E. Randall,	"
	"	Grammar,	Ellen J. Sayles,	"
	"	"	Caroline W. James,	"
3	Spragueville,	Primary,	Miss Dyer,	"
	"	"	Melissa E. Burnett,	"
	"	"	Lizzie Thornton,	Assistant.
	"	Grammar,	Jeannie Paine,	Principal.
4	So. Providence,	Square St. Primary,	Charlotte Blundell,	"
	"	"	Adaline E. Blanding,	Assistant.
	"	" Intermediate,	Julia A. S. Waddell,	Principal.
	"	"	Mary E. Bartlett,	"
	"	"	Emma A. Suesman,	Assistant.
	"	"	Cornelia B. Pratt,	"
	"	Public St. Primary,	Eleanor Dunn,	Principal.
	"	"	Lizzie H. Grafton,	Assistant.
	"	"	Mary E. Brown,	"
	"	" Intermediate,	Carrie A. Jones,	Principal.
	"	"	Mary Salmon,	"
	"	"	Cornelia B. Pratt,	Assistant.
	"	"	Mary A. Cobb,	"
	"	Grammar,	Harriet A. Tyler,	Principal.
	"	"	Mary H. Mooney,	Assistant.
5	Pawtuxet,	Ungraded,	Robert Steere,	Principal,
	"	"	John P. Gregory,	"
6	Mashapaug,	"	Rachel Vaughan,	"
	"	"	Alonzo Mowry,	"
	"	"	Harriet J. Hall,	"
7	Franklin,	"	Melissa E. Burnett,	"
	"	"	Miss Potter,	"
8	Searles' Corner,	"	Frances E. Wood,	"
	"	"	G. A. Flitner,	"
9	Lippitt's,	"	Aliee P. Williams,	"
	"	"	Lydia Osborn,	"
	"	"	Cynthia A. Capwell,	Assistant.
10	Elmwood;	Boys' Primary,	Eliza P. Cunliff,	Principal.
	"	Girls' "	Mary E. Arnold,	"
	"	Advanced "	Lydia Sumner,	"
	"	"	Eliza J. Hambly,	"
	"	Branch "	Carrie A. Jones,	"
	"	Intermediate	Mary B. Branch,	"
	"	Grammar,	Charles M. Rogers,	"
	"	"	Hosea M. Quinby,	"
11	Smith's Palace,	Ungraded,	Rebecca A. Sheldon,	"
	"	"	Hattie R. Cooke,	Assistant.

TOWN OF SCITUATE.

FOR THE YEAR ENDING MAY, 1865.

The School Committee of Scituate hereby respectfully submit to the inhabitants of the town the following, as their Annual Report :

At the Town Meeting in May last, Charles A. Stone, Richard Smith and Stephen F. Ramsdell, were elected School Committee.

Messrs. Smith and Ramsdell declined serving, and the Town Council, in July, appointed John B. Smith and Simeon C. Arnold to fill the vacancy. Mr. Arnold declined to serve, and Wm. R. Johnson was appointed in his place by the Council, in August.

The Committee subsequently organized by appointing Charles A. Stone, Chairman; John B. Smith, Clerk, and William R. Johnson, Visiting Committee.

We have deemed it the most proper course, at the present time, to make but few general remarks, but to confine ourselves to a brief notice of the condition of each of the schools, as nearly as the circumstances of the case will admit.

DISTRICT No. 1.—The summer school was under the care of Miss Abbie A. Hopkins. Miss Hopkins has had charge of this school during several successive summers, which is very good evidence of her giving general satisfaction. The school made very good progress. During the winter term, the school was taught by Mr. Charles B. Smith, who faithfully endeavored to perform his duties, and, though we deem him, as a teacher, somewhat deficient in energy,—yet, under his care, the school has made very considerable progress.

DISTRICT No. 2.—During the summer and fall terms, the school was taught by Mr. Moses F. Merrill. The school made very creditable progress, and its appearance, when visited, was very satisfactory to the Committee. Miss Lydia C. Armstrong had charge of the school through the winter. The attendance was large, and the teacher evidently exerted herself to promote the best interests of her pupils. The satisfaction has been general.

DISTRICT No. 3.—The summer school was conducted by Miss Phebe S. Aldrich. The school was very small, but considerable interest was manifested by both teacher and pupils.

Mr. Henry N. Browne taught the school through the winter, and his efforts have been attended with abundant success. He has proved himself a teacher of rare abilities.

DISTRICT No. 4.—Miss Cynthia H. Hopkins had charge of the school in this district through the summer. The winter school was taught quite successfully by Mr. Herbert B. Wood. This was Mr. W.'s first school, and, with experience, we predict for him success as a teacher.

DISTRICT No. 5.—Miss A. F. Tourtellot taught the school in this district through the summer. The winter school was conducted, with good success, by Mr. D. W. Goodspeed. The satisfaction, we believe, is very general.

DISTRICT No. 6.—The school was taught through the summer by Miss Dessie Aldrich. The winter term of school, by Mrs. Patie A. Downing. This was a pleasant school, and very good progress was made.

DISTRICT No. 7.—Mrs. Ann M. Wilbur had charge of the school through the summer. During the winter, Mr. Henry O. Martin taught the school. The attendance when visited was quite small, but the teacher during this, his first term, succeeded very well.

DISTRICT No. 8.—The house in this district has been enlarged in length six feet, modern desks have been introduced, and it has been completely remodelled throughout, making it a pleasant and commodious room, and at comparatively little expense.

There was no school through the summer.

The winter term of the school was conducted by Mrs. Ann M. Wilbur. The order and system were excellent, and the exercises passed off promptly and well on the occasion of our visit.

DISTRICT No. 9.—This was a private school through the summer. The Higher department was under the care of Mr. Alfred B. Arnold, during the winter. Mr. Arnold evidently possesses the qualifications of a good teacher, and the result of his labors while connected with the school was highly satisfactory. The Primary department was under the care of Miss Jane C. Allen, who is eminently fitted for performing successfully the duties of the school room, and the charge of the little ones under her care.

DISTRICT No. 10.—The services of their former teacher, Miss Lucy A. Drew, have been retained by this district to its very noticeable advantage. The efforts of the teacher have resulted in complete success, and the school is in a flourishing condition, which shows very conclusively the good result which follows from employing the same good teacher in a school for a successive number of terms.

DISTRICT No. 11.—The summer school was under the charge of Miss Sally R. Atwood. Miss Atwood was also engaged for the winter, but, after a time, she was compelled by sickness to resign her charge. Miss Juliana Potter then taught the school for the remainder of the term. The house in this district is decidedly the worst in the town. It is scarcely possible that children should have the requisite degree of interest in their school, when they are obliged to pursue their studies in such a gloomy and uncomfortable room, and we think

that the people of the district cannot make a more satisfactory investment or one that will *pay* better, than the building of a new school house.

DISTRICT No. 12.—The school was conducted, through the summer, by Mrs. Patie A. Downing. Mrs. Downing has been connected with the school for a number of terms, and success has largely attended her labors. During the winter term of school, Mr. Dexter B. Potter had charge. The teacher conscientiously endeavored to do his duty, and the school evidently made progress.

DISTRICT No. 13.—Miss F. E. Olney taught the summer school, and spared no pains to interest and improve her charge. Perhaps no school in the town showed a more marked improvement during the same length of time. The winter term of the school was taught by Mr. Albert W. Goff. The school made very considerable progress, and, we believe, gave very general satisfaction.

DISTRICT No. 14.—Mrs. Sarah J. Jaques taught the school through the summer, and proved herself worthy the confidence placed in her. The school was a model of good order and energetic discipline. Under her successor, Miss Ester Fenner, during the winter term, it has fully sustained its high character and shown a steady advancement.

DISTRICT No. 15.—Miss Susan A. Page taught the summer school in this district. The school was small, but manifested a fair degree of interest. The winter school was taught by Miss Addie A. Sheldon, who labored with a quiet zeal that resulted in complete success. The fact that the district have engaged her services for the coming summer, is a sufficient evidence that her efforts were appreciated.

DISTRICT No. 16.—The school was taught through the summer by Miss E. E. Remington. The attendance was quite small, but we were much pleased with the pleasant earnestness of the teacher and her happy manner of governing her school. During the winter, Miss Lizzie Farr had charge of the school. Under her care it has made a steady progress.

DISTRICT No. 17.—The summer term of the school was taught, during the first six weeks, by Miss Mary C. Wright. The remainder of the term by Miss Henrietta A. Phillips. The winter school was taught by Mr. Charles A. Stone, a member of the Committee, so that a visit was hardly deemed necessary.

DISTRICT No. 18.—The school, the past year, has been under the charge of Miss Harriet C. Walker, whose labors have been crowned with success. Progress has been made, very creditable to all con-

nected with the school, and we hazard nothing in saying that the school never exhibited a more favorable appearance than at the present time.

DISTRICT No. 19.—During the first half of the summer term, Miss Mary A. Kies taught the school. She was then succeeded, during the remainder of the term, by Miss Lucy E. B. Kies, who conducted the school in a very satisfactory manner. Mr. Simeon C. Arnold taught the school through the winter. Mr. Arnold is well known through the town as an energetic and experienced teacher. Material improvement has been made during the term, although the attendance was somewhat diminished, the latter part of the term, by the appearance of an infectious disease in the neighborhood.

In bringing this Report to a close, we would congratulate the people of the town on the general excellence and order in our schools. But one teacher has been employed, during the year past, that has not taught a good school and given a fair degree of satisfaction.

We have noticed the same disinclination on the part of parents to visit their schools, that has been so often complained of heretofore, and we trust that they may be led to look upon this, and the matter of irregularity of attendance, so deplorable in some of our schools, in its proper light, and show a more solicitous regard for the schools' welfare, by becoming thoroughly acquainted with its wants, and satisfying themselves as to the intellectual and moral fitness of the teacher for his position. We would have parents demand and *encourage* punctuality and thoroughness on the part of both teacher and pupil, and measure progress, not so much by the number of pages of text passed over, as by the accurate manner in which the tasks are mastered. It is natural for the mind to reach out with great eagerness for immediate results,—but there is “no golden road to science,” and the most important results are often those that mature most slowly.

In conclusion, we would tender our sincere thanks to those teachers, who,—giving evidence of being swayed by judgment rather than by impulse,—have so zealously labored for the best interests of their schools, and who have rendered our labors in connection with them so pleasant.

Hoping that the few suggestions here made may not be unfavorably received, and that through the medium of our public schools the young of all classes may be qualified for a high social position,

We respectfully submit this report,

WILLIAM R. JOHNSON,
Visiting Committee.

The following table gives the local names, names and residences of the teachers, length of each term, wages of teacher, pupils registered, average attendance, of each School District; together with division of the State appropriation, town and registry taxes, amount of public money expended, and the amount remaining in the Treasury due each district, for school year ending May 1, 1865.

TOWN OF JOHNSTON.

The School Committee of the town of Johnston respectfully report, that they organized and entered upon the duties of their office the 11th day of July, A. D. 1864, and proceeded to ascertain and appropriate to the several schools in the town, the several sums of money derived from the State and town sources, as follows :

Received from Registry Taxes, - - - - -	\$173 96
Appropriated by the town, - - - - -	1,000 00
Received from the State, - - - - -	1,238 67
	<hr/>
	\$2,412 63

Of which said sum of \$2,412 63, there was divided among sixteen schools, in equal parts, the sum of \$1,206 24, and the sum of \$1,203 00 according to the average attendance of the scholars in the several school districts; and that orders have been drawn upon the Town Treasurer for the whole amount due, and paid out to the trustees of the several districts according to law.

The several schools have been visited as far as practicable according to law. Some of the trustees neglected to give the committee notice of the time of closing the schools, consequently they were not visited. Section 40 of the school laws requires the trustees to give the committee notice of the time of opening and closing the schools.

The schools generally have made good improvement during the year. There has been a lack of energy on the part of some of the teachers; their schools, as a matter of course, drag out a miserable existence; and the money which is paid to them is about the same as thrown away, as far as the scholars are concerned. Trustees should hire none but *live* teachers.

Singing is practiced in some of the schools with happy results. This healthful and enlivening exercise should have a place in each school.

Some of the districts vote a tuition tax of five or six cents per week per scholar, to keep the school longer. This is commendable, and should be adopted by all.

Several school houses have been repaired the past year, and there is great need of others following suit.

The Franklin Manufacturing Company have fitted up a house at Merino Village, for a school, which does credit to the company.

There has been some little improvement in the visitation of schools by the parents, yet there is room for more.

In conclusion your committee would urge all to give their unqualified support to the cause of educating our children.

••• All of which is respectfully submitted by

WM. S. KENT, Chairman.

Johnston, June 5th, 1865.

TOWN OF GLOCESTER.

FOR THE YEAR ENDING JUNE, 1865.

In presenting the Annual Report, the Committee are enabled to speak of the *general* prosperity of the schools. The most material change that has been made in the schools during the past year, is the employment of more female teachers for the winter schools than previously. This was owing to the advancement in teachers' wages; and as many of the districts were desirous of having as long a term as formerly, this was the only alternative. In some cases the change has worked well; and in others, it has had a deteriorating effect. It affords greater pleasure to speak of the excellencies of the schools, than to point out the defects. But this would not furnish any information to the people, nor suggest any plan for improvement. We shall therefore speak more particularly of the defects than excellencies of the schools. Many of these deficiencies have been alluded to in former reports; but still they exist, and some seem to have become chronic.

ABSENTEEISM.—The first evil that presents itself, and from which the schools suffer most, is the irregular attendance of children. There is no one thing that can retard the progress of a class, dampen the ardor of a teacher, and render ineffectual his best efforts, than the constant absence of some of his scholars. In every school, properly classed, every case of absence produces more or less disorder. It is often the case that one of a class is absent until some important principle is mastered, and without the knowledge of which, it is impossible for him to advance. The same principle must then be taught to him alone, which takes as much time as it did to teach the whole class. Soon another absents himself, and the same process must be repeated. This is an injury to the school, and unjust to those scholars who attend regularly. Parents whose children often get discouraged, and lose their interest in their studies, should bear in mind the injurious effects that arise from the frequent absence of their children from school. The average attendance of the scholars in the town is less than 80 per cent. of the whole number attending school. There are also many children in the town who do not attend school at all. In many cases, we fear, it arises from the indifference of parents. A united effort should be made by the inhabitants of each district, to see that all the children receive the benefits of the school, and not be permitted to grow up in ignorance.

There are but few cases in which the parent cannot be persuaded to send his children to school, by the kindly interposition of those interested therein. By examining the registers of the schools, we found that in most cases some scholars were not present during the first part of the term.

Any one can readily understand the injurious effect this would have upon a school. Parents should be more punctual in seeing that their children are ready to attend school as soon as it commences.

GOVERNMENT.—This has been quite satisfactory in a majority of the schools ; but in a few cases there was such a lack of proper discipline, that the scholars could not be expected to make any advancement, whatever other qualifications the teacher might possess.

Good government is of the first importance to the prosperity of a school. Without this, any school will be comparatively worthless. The power of governing and controlling the actions of others, seems to be possessed by a small portion of persons.

Mere physical force is insufficient. The force of will has more effect. There were some cases where the teacher tried earnestly to secure good government, but not having the force of character necessary, failed. Some secured the best order and obedience from the first ; and the scholars seemed to understand at once that obedience must be rendered, and acquiesced.

The school is best governed, in which good order is secured with the least corporeal punishment. A resort to the rod is a dangerous expedient, and is generally attended with unsatisfactory results. The government of the school is often made difficult by the unwarrantable interference of parents, by infusing discontent into the minds of their children, thereby causing them to yield a reluctant obedience to the commands of the teacher. The teacher's authority must be respected at home, and the child be made to understand that disobedience to it, is contrary to the parental will. A defect in government is the presage of evil, for it affects the whole moral character. Teachers often generate confusion by attempting to attend to two things at a time. If he attempts to hear a recitation and to answer questions from different parts of the room at the same time, he cannot expect to have a perfect recitation, or an orderly school.

THOROUGHNESS.—There was a lack of thoroughness in many of the schools. In a few cases the scholars were permitted to pass over the studies in the most careless manner. In some others the scholars were made to learn their lessons well, but when once passed over, it was not made a matter of thought again. It is not enough that a lesson be well learned, or a principle thoroughly mastered. The scholars should be kept constantly reviewing until they become indelibly impressed upon the mind. The memory is treacherous ; and unless reference is often made to former lessons, important facts and principles may be forgotten. We found some teachers, however, who not only required every lesson to be thoroughly mastered before proceeding, but also made it a daily practice to review some portions already passed over.

These schools presented a much better appearance than those in which the scholars were allowed to pass over their studies hurriedly ;

and questions were answered and principles explained readily in these schools, that in others the scholars seemed to know nothing about. Great tact is needed to conduct reviews in a manner that will be interesting. Scholars become tired of repeating answers to the same questions; and it should be the object of the teacher to conduct each review in a new way so the same principle may appear under different forms.

QUALIFICATIONS OF TEACHERS.—Some of the teachers who were well versed in the branches taught in our common schools seemed to lack the ability to convey their knowledge to others; have sufficient intellectual culture but are ignorant of the *art* of teaching. A person may be a very *good scholar*, and yet be a very *poor teacher*. The labors of such an one will always be awkward and ill-advised. The school will be lifeless, with no system, no mental activity, and consequently will make no progress. It matters not how much a person knows, if he cannot communicate it to others, his labors will be fruitless in the school-room. Tact is what is needed. By no prescribed rules can a teacher succeed who has not this faculty. A true teacher will make his presence felt, and communicate his ideas in a form of illustration and manner that will immediately find access to the minds of his scholars. He will enliven the recitations by variety instead of plodding on, day after day, in the same monotonous manner. An ability to govern is also one of the most important requisites of a teacher. To govern successfully he must have a knowledge of the nature and functions of the human mind, and the faculty of reading character and motives. The same expedient that would succeed in one case might prove an entire failure in another. To prepare himself for the responsible office of teacher, he should attend some school especially designed for that purpose.

Such is the Normal School, and we are surprised that so few of the teachers avail themselves of the advantages derived from such a course. No one who is unacquainted with its workings, can have an adequate conception of the advantage it possesses over other schools, for those who intend to become teachers. Here he is prepared by drills and trials of his own skill in actual teaching exercises, thus giving him all the benefits of a ripe experience in the school-room; and what is still better, some practical safeguard against the liabilities of a beginner. If we expect our schools to progress from year to year, we must have teachers who every year become more skillful and accomplished.

CHANGE OF TEACHERS.—Our schools suffer materially by changing teachers so often. Most of the districts of the town sustain a school but two terms a year, and in a majority of cases, but one term is taught by the same teacher. A school will accomplish more in two terms taught by the same teacher, than it could if taught by different teachers during the same time, if they be equally competent. As soon as the scholars get accustomed to his manner of teaching, and

he becomes acquainted with their dispositions, abilities and acquirements, the associations of teacher and friend must be dissolved, and he must resign his place to a stranger. This stops the progress of the school for a time. The new teacher knows nothing of the scholars, nor they of him. It takes a long time for him to obtain a thorough knowledge of their character and capacities, and for them to get used to his mode of teaching. A teacher's usefulness increases with his continuance in the same school. His discipline and method of instruction become an established fact with which all of the scholars have become familiar.

READING.—Particular regard has been paid to this branch of study, and the large number of good readers in the schools is a sufficient proof that it has been well taught.

Many of the teachers required the pupils to study the meaning of the piece they were to read, and then taught to read it understandingly. Care was taken also that the scholars understood the meaning of each word. In a few schools the scholars were permitted to read in a drawling tone without any regard to the meaning of the piece, and to pronounce the words without interest. The object of teaching a child to read is to prepare him to understand the things which words signify, so that they will suggest to the mind the idea of the one who wrote them. This facilitates his acquisition of knowledge. Thus he is enabled to learn what the wise have found out, and receive the benefits of the experience and thoughts of those who have lived in the past. He should not only learn to be able to understand this himself, but should be able to read from the printed page in a manner, that those who hear him can understand the ideas and emotions of the author.

SPELLING.—This study seems to have been generally neglected; and in no branch taught in the schools, did the scholars appear so deficient as in this. This arises from the small amount of time allotted to the study, and the unphilosophical manner in which it is taught. In some of the schools the scholars spelled but once a day. It seems that the importance of this branch of education is underrated. Each class should spell twice a day; and should have the same amount of time for this recitation in comparison with others, as the nature of the study demands. It is generally made the last exercise of the day, when the scholars have become wearied with other recitations, and their minds have lost their vigor and freshness; and if any recitation must be omitted, it is sure to be spelling. This order of things should be reversed. Spelling should be made the most prominent study in our common schools. As to the best method of teaching spelling it is difficult to prescribe. Perhaps no one way can be sufficient. Scholars at different ages may require different methods. The recitation should sometimes be conducted orally, and sometimes by writing,

The scholar should learn to write a word correctly as well as spell it correctly. The most advanced pupils should learn the meaning of the words, especially where words of the same pronunciation have different orthography. It is a very common practice for the teacher to permit the scholar to spell twice—and in some cases we have known three times, upon the same word. Spelling more than once upon the same word leads to guessing; and this manner of spelling as conducted in a few schools, seems to have cultivated the yankee notion of guessing, rather than the habit of correct spelling. Often when the scholar failed to spell the word, the teacher would give a *wrench* to the pronunciation of the word in such a manner as to give prominence to the syllable that was spelled wrong; thus giving the scholar to understand where the mistake was. Any thoughtful teacher will readily see that in the common methods of conducting spelling exercises, a scholar may spell every word that is given him, and yet there may be several words in the lesson which he cannot spell.

ARITHMETIC.—Arithmetic seems to have received the most attention, and to have been taught with the most proficiency of any study in the schools. Many of the teachers took it up in a manner that made it both interesting and profitable, enlivening the recitation by illustrations and examples of their own. In a few cases we found the teachers adhering too closely to the book, confining the scholars to the examples and illustrations in the book and requiring them to learn vague rules and definitions which they could not comprehend. This is not only a waste of time, but is an injury to the scholar, for it exercises but one faculty of the mind—memory. The teacher should make very little use of the book in the recitation. If he cannot originate questions and illustrations of his own, he is not fit to teach a school; and when a scholar understands a principle, he can give an explanation in his own language. It is the fault of the arithmetics in use in our schools, that they are too mechanical and not sufficiently intellectual. A rule is given, then an example performed which serves as a model for the others, and the scholar follows the form of the model regardless of the principle involved. In the schools in which the scholars were confined solely to the book, the Committee proposed practical examples involving principles they had been over, and they were generally unable to solve them. Some of the scholars who had been nearly through the Common School Arithmetic, could not solve some of the most common problems in *fractions*. The time these scholars had spent on this study had been almost thrown away, besides cultivating the habit of carelessness. In one school we visited, a class of small scholars were called up to recite their lesson which was in compound numbers. The teacher commenced by asking: "What is a compound number?" The question was put to several of the class without being answered until it came to a small girl who replied: "A compound number is a collection of concrete units of several kinds or

denominations taken collectively." This was the answer given in the book ; but what more did the scholar know about compound numbers after having learned it, than before. The whole recitation was conducted in this monotonous and lifeless manner. The teacher made no use of the board nor gave any familiar illustrations of his own. How much better and more interesting it would have been for him to have taken for instance English Money and shown them really what a compound number was, and explained to them the difference between a unit of the order of farthings and a unit of the order of pence ; that a unit penny is four times as large as a unit farthing, &c. Teachers should use the blackboard and their own power of thought more, and the book less. Principles will be best understood by children by using comparisons with which they are familiar and which they can easily comprehend.

GRAMMAR.—There seems to be a general dislike in most of the schools of this study, and for that reason we find many of the large scholars had either never studied it at all, or had commenced it and given it up in despair. We were not surprised that this was so when we saw how it was taught in some schools. The scholars were confined to the dry definitions of the book without any questions or explanations from the teacher. It requires great tact on the part of the teacher to teach grammar in a manner that will make it interesting. When properly taught, it becomes one of the most interesting of studies. The object of grammar is to teach us to use the language correctly. But this can never be done solely by the study of any book. The scholar must have practice in using the language. He must learn to put his thoughts into words, and his words into sentences, and construct his sentences correctly. First name something, for instance, horse. Then ask, "What does the horse do?" "He runs." "How does he run?" "Swiftly." "What does swiftly tell?" "It tells how he runs." The teacher can go on in this manner, adding words to the subject and predicate, explaining their effect, and continue the practice until the scholar can express his thoughts easily and correctly. Then require the scholars to give written descriptions of objects with which they are familiar. After the class have learned to construct sentences they can then be taught the parts of speech and how they are used. Then teach them to separate a sentence into its parts. We have seen classes taught in this manner, who could analyze the most difficult sentences in much less time than is required for those who are confined to the text-book.

GEOGRAPHY.—Many of the teachers make this study a matter of mere memory of names and boundaries. The fault is partly in the book and partly in the teachers. The books in use commence in the most unnatural and uninteresting manner, with descriptions of imaginary circles, hard definitions of the natural divisions of land and water,

the names of mountains, rivers, countries, &c. What interest can a child have in acquiring such dry facts as these, or how is he to be benefited thereby? It is to be regretted that there are any teachers who have not sufficient knowledge about the matter, to know that some method should be adopted to make it more interesting. What idea has a scholar who has learned all he knows of Geography from the book, of cities, rivers, railroads, commerce, &c. One great objection to teaching Geography by questions and answers as they appear in the book is, that it deprives the scholar of the opportunity of thinking and comparing for himself. He has no chance to search out information upon any topic, for the answer is given to questions. Let the teacher give the scholar topics to look out, such as soil, productions, climate, mineral, &c., including all that would be interesting and beneficial for the scholar to learn. This will learn them to depend upon themselves; to reason, to make suppositions, and draw conclusions. The teacher should be able to give them additional information concerning the subjects discussed in each lesson. This should not be told them directly, but first question them and get their ideas upon the matter. For instance, if the lesson is on New York, ask them how they would go from New York city to Albany, from Albany to Buffalo; why the farmers raise wheat and corn instead of cotton and tobacco; if they raise more than they consume, and if so, where they would send the surplus. If you should freight a ship at New York city with corn for England, what would you exchange it for to bring back to sell? The teacher can multiply questions according to the nature of the subject. Instead of asking the map questions from the book, let the teacher go to the blackboard, draw the map and ask questions concerning the rivers, mountains, lakes, and various other matters concerning the physical features. Then locate the towns, describing their situation, the employment of the inhabitants, the manufactories; and ask whether it has any commerce, &c. Some few teachers have adopted this method, and their schools have made great progress in this study. The scholars were interested, and could readily answer questions which were missed in other schools.

VENTILATION.—In most of the school houses in this town there is no proper mode of ventilation. It seems as if this important matter had not been made a subject of thought, by those whose duty it was to see to it when the houses were built. A few have ventilators, one under the stove, and one in the ceiling; but these are so small, they are almost useless. Place twenty-five or thirty scholars in a room as small as most of the school-rooms are in the town, and it does not take a very long time for them to breathe the air the room contains; and the delicate lungs of children ought not to be subjected to the injurious effects of breathing air which has once been inhaled, and its life-giving property extracted. The carbonic-acid gas, and the carburetted hydrogen thrown off by the lungs, are poisonous gases, and unless means are taken to supply the room with fresh air continually, yet

delicate lungs of the scholars must inhale it, and be injured thereby. There cannot be a healthy action of the minds of the pupils, if they do not breathe pure air. They become restless, idle and noisy, and the teacher wonders why they are so; while if she should just step to the door, and breathe the pure air for a moment, and return into the room with its impure air, she would perceive the cause. When a person remains in a close room for a long time in impure air, they do not realize the true condition of the atmosphere as he would when coming in from the open air. Hence teachers should not confine themselves too closely, but go out into the open air, and if they have a liking for it, engage in the sports of the scholars. They need not be afraid of impairing their authority, and it will please the scholars, and have a salutary effect upon their manners and conversation.

REGISTER.—The register now in use in the schools is arranged in such a manner that the deportment and recitations of each scholar can be recorded daily. This has been entirely disregarded by many of the teachers, and some have kept it in a manner different from that prescribed by the commissioner. If the register is faithfully kept, the committee, trustee, and parents can readily see the standing of each scholar in the school. It is the custom of some teachers to make out a monthly report from the register, of the deportment and recitations of the scholars, and to send it to the parents, so they may know how their children stand in their studies and deportment.

ALBERT A. SMITH,
ARNOLD W. GORY,
MARSHALL R. PHETTEPLACE.

No. of Dist.	SUMMER TERM.	Length of term in months.	No. of Dist.	WINTER TERM.	Length of term in months.
	NAMES OF TEACHERS.			NAMES OF TEACHERS.	
1	Elizabeth F. Walden.	2½	1	Melissa S. Paulk.	4½
2	Helen Cranska.	2	2	Helen Cranska.	3
5	Elizabeth F. Walden, Grammar, Eliza Slocum, Primary.	2½	5	Harrison W. Stearns, Grammar. Emma Shaw, Primary.	3 4½
6	Phoebe McMasters.	3	6	Smith Goodspeed.	2½
7	Hattie C. Hopkins.	5	7	Hattie C. Hopkins.	3
8	Mary E. Arnold.	3	8	Sylvania P. Patterson.	3½
9	Ellen M. Jencks.	3½	9	Allen G. Smith.	3½
10	Lillie Word.	3	10	John Fenner.	3
11	Lucie E. Hopkins.	4	11	Lucie E. Hopkins.	1½
12	Marie L. Hawkins.	4	12	Maria L. Hawkins.	3
13	S. Annie Keach.	4	13	S. Annie Keach.	3
14	Lizzie E. Cook.	3½	14	Albert T. Williams.	4
15	Abby J. Mowry.	2½	15	Abbie J. Mowry.	4½
16	Hattie E. Hopkins.	4	16	Albert A. Smith.	3
17	Alzada M. Sprague.	3	17		

TOWN OF GLOCESTER.

No. of Dist.	LOCAL NAME.	Amount appropriated.	Expended for Summer School.	Expended for Winter School.	Whole amount expended.	Unexpended.
1	Harmony.....	117 06	60 50	56 56	117 06	
2	Evans	*99 27	40 00	60 00	100 00	
5	Consolidated.....	318 28	195 00	120 00	315 00	3 28
6	Pine Orchard.....	116 45	42 00	62 50	104 50	11 95
7	Clarkville.....	134 25	70 00	54 00	124 00	10 25
8	Arnold	115 65	36 00	79 65	115 65	
9	Washington.....	111 64	30 25	81 39	111 64	
10	Valley.....	107 05	48 00	59 05	107 05	
11	Browne.....	122 87	64 00	34 20	98 20	24 67
12	Central.....	101 56	48 00	53 56	101 56	
13	Jefferson.....	99 84	52 00	47 84	99 84	
14	Mt. Hygeira, half Dist..	53 80	24 00	29 80	53 80	
15	Victoria.....	99 28	33 38	65 90	99 28	
16	Gross and Wad. qr. Dist.	30 31	5 15	25 16	30 31	
17	Wood and Pray, "	26 01	9 00		9 00	17 01
	Overdrawn.....	\$1,653 32	757 28	829 61	\$1,586 89	67 16
		*73			Expended	\$1,586 89
		\$1,654 05				\$1,654 05

RECEIPTS FOR THE YEAR 1865.

Received from the State.....	\$1,029 06
" " Town	400 00
Registry Tax.....	114 00
Unexpended last year.....	130 26
	<u>\$1,673 32</u>

EXPENDITURES FOR THE YEAR.

Teachers' salaries.....	\$1,586 16
Unexpended.....	67 16
Printing.....	20 00
	<u>\$1,673 32</u>

TOWN OF PAWTUCKET.

Report of the School Committee of the town of Pawtucket, for the year ending on the first Monday in April, A. D. 1865.

Thomas K. King, James O. Starkweather and Francis Pratt were appointed School Committee, April 4th, 1864. The Committee organized April 8th, by the election of T. K. King, Chairman, and F. Pratt, Clerk.

The amount of money for the support of schools, derived from all sources, was as follows:—

Cash on hand March 1st, 1864,	-	-	-	-	\$139 92
“ received from Registry Taxes,	-	-	-	-	152 00
“ “ “ High School for tuition of pupils					
from out of town,	-	-	-	-	217 00
“ received from State,	-	-	-	-	1,053 61
“ “ “ Town Appropriation,	-	-	-	-	3,500 00
Total,	-	-	-	-	\$5,062 53
Of this amount there has been expended for tuition,					
fuel, &c.,	-	-	-	-	4,833 85
Leaving a balance not expended of	-	-	-	-	\$228 68

The whole number of scholars attending school during the year, is 568. It thus appears that the cost of educating each scholar for the year has been \$8 51.

As during the preceding year, there have been but few changes of teachers. The teachers, almost without exception, are faithful and attentive to their duties. With some of them, teaching seems rather a pleasure than a task. They prefer term time to vacation—the school house to any other place. These teachers have the best schools. It is always true that he who loves his work best does it best, as it is true that he who does his work best, for that reason loves it best.

Commendable progress has been made in the schools during the year, and they are now, the Committee believe, in better condition than they have been for several years past. The High School and some others we consider model schools.

The Committee are glad to observe an increasing interest in the schools on the part of the parents.

There has been less disposition than formerly to find fault with the teachers, and the scholars have been made to be more regular and punctual in their attendance.

We hope this interest will continue. It is utterly impossible to maintain good schools without the general and hearty coöperation of the parents with the teacher.

Our Rhode Island School System contemplates the mutual assistance of the Town Committee and the District Trustees. Generally this mutual assistance has been cheerfully rendered. There is, however, one case of negligence in this respect to which the Committee believe it to be their duty to call attention. In the South District there has been no Trustee elected for several years past. This does not appear to be the fault of the people of the District. The Trustee last elected has not, since his election, called a meeting of the District for any purpose, not even the annual meeting required by law to be held for the choice of officers. Nor can the Committee learn that he has lately attended to any of the duties of his office.

New furnaces have been placed in the Grove Street and Summit Street school-houses. A Committee of the district in which these houses are situated, charged with the duty of selecting the furnaces, were in doubt what furnace to adopt. Many were recommended. That Committee finally concluded that the best two were the "Chilson" and the "Magee" furnaces; but which of these was the better, they could not determine without a trial. The houses being of the same size and construction, a rare opportunity was presented to test the question. A Magee was ordered for the Grove Street house and a Chilson for the other. Both furnaces have been attended through the winter, equally well. The result has been that the Magee furnace has burned eleven and one-quarter tons of coal, and the Chilson only six and three quarters tons,—making a saving of about seventy dollars in fuel for the term,—while the heat from the Chilson has been fully equal, both in quality and quantity, to that from the other. It is proper to state, however, that in the Grove Street house, two small recitation rooms, each about 12 by 15 feet, were heated by the Magee, while the corresponding rooms in the Summit Street house were closed, and consequently not heated.

In our last report we called attention to the defective ventilation of the school-houses. We again allude to the subject, and earnestly recommend that this important defect be remedied during the next summer vacation.

The Committee concur with the Town Council in recommending that the sum of \$4,000 be appropriated for the support of schools during the coming year.

Respectfully submitted,

THOMAS K. KING,
JAMES O. STARKWEATHER, } Committee.
FRANCIS PRATT.

Pawtucket, April 3d, 1865.

NEWPORT COUNTY.

CITY OF NEWPORT.

To the Honorable City Council of the City of Newport :

The School Committee in presenting their Annual Report, feel themselves justified in saying that the condition of the Schools was never more promising than now. The growing appreciation, noticed for several years, on the part of the pupils; of the great advantages offered them for improvement has come to be felt by us this year, more than ever before. The general spirit of diligence, respect for teachers, and desire to meet and second their faithful and patient labors, is very gratifying. Very few changes of teachers have occurred this year. The Colored Schools have had new and very able ones placed over them, and, partly, perhaps, in consequence of that, have filled up and improved in a marked manner. The Schools of the two sexes in the Senior Department, which had been for some time considerably mixed in recitations, have lately been consolidated in one room, by the removal of the temporary partition, and called the High School. This union of the two sexes in study, already produces manifest good results. The old system of supplying school books, by which the Committee furnished them, and taxed the scholars every term for their use, has been superseded by the plan adopted almost everywhere else, which leaves it for them to buy and own the books themselves. This change has caused dissatisfaction in some quarters, arising from misunderstanding, inasmuch as some seem not to have understood that the new method in going to lighten, in the end, the burden upon the parents; and, furthermore, not to have considered that the tax of those unable to pay has always been quietly and delicately remitted, and will be so hereafter. The new system is, however, evidently generally appreciated as an improvement, and already there is manifestly a better care of books than formerly.

The matter of truancy weighs heavily on the minds and hands of the Committee, and it seems to them, that, with a firm and faithful enforcement of laws on the subject, this sore grievance, the greatest drawback to the progress of the schools, would be very soon essentially abated. But if parents and authorities combine to give the law the go-by, the evil must clearly increase instead of abating,—a melancholy prospect.

The Committee would again respectfully and earnestly urge upon parents the desirableness of their coming in oftener to see the schools,

and verify what is said of their improvements and wants. Such visits are a very great encouragement to teachers and incentive to scholars.

CHARLES T. BROOKS,

Chairman Public School Committee.

PUPILS.—The whole number who have received instruction in the Public Schools during either a part, or a whole of the year, is 1713; of whom 802 were males, and 911 were females.

The average whole number, that is, the average number belonging to the schools, and occupying seats through the entire year, was 1159. The average daily attendance was 985. The ratio of the average daily attendance of the average whole number, is 80 per cent.

The scholars are distributed in the several grades as follows:

- 5 2-5 per cent. in the High School.
- 21 1-5 per cent. in the Grammar Schools.
- 30 per cent. in the Intermediate Schools.
- 36 4-5 per cent. in the Primary Schools.
- 6 3-5 per cent. in the Colored Schools.

A summary of the statistics of the several grades of Schools, will appear in the annexed schedule.

STATISTICAL TABLE,

Showing the number of Teachers employed in the Public Schools in the month of May, 1865; their respective salaries, and the statistics of each school, for the year ending May 26th, 1865.

SCHOOLS. DESIGNATED BY LOCATION.	TEACHERS.	Salaries.	Whole No. Reg.	Males.	Females.	Average Number Belonging.	Average Daily attendance.	Ratio of Attendance.	No. Teachers.	Average Age.
<i>High School.</i>										
Clarke Street.....	I. W. R. Marsh.....	\$1250 00	98	46	47	77	63	82	4	15
" ".....	Mary A. Wilbour.....	650 00	"	"	"	"	"	"	"	"
" ".....	Mary S. Tilley.....	400 00	"	"	"	"	"	"	"	"
" ".....	Madame Robinson.....	300 00	"	"	"	"	"	"	"	"
<i>Grammar Schools.</i>										
King School House.....	Anna G. Chase.....	450 00	81	"	81	65	49	75	2	14
" ".....	Hannah Wilbour.....	300 00	"	"	"	"	"	"	"	"
School Avenue.....	David Fales.....	750 00	85	85	"	54	46	86	2	18
" ".....	Sarah H. Stevens.....	300 00	"	"	"	"	"	"	"	"
Mill Street.....	Henry W. Clarke.....	750 00	67	67	"	56	48	85	2	12
" ".....	Abby C. Boss.....	300 00	"	"	"	"	"	"	"	"
Church Street.....	Mary E. Dennis.....	450 00	85	"	85	67	54	81	2	11
" ".....	Sarah Townsend.....	300 00	"	"	"	"	"	"	"	"
Farewell Street.....	Ann E. Greene.....	450 00	46	"	46	40	30	75	1	18
<i>Intermediate Schools.</i>										
Willow Street.....	Margaret Almy.....	360 00	123	"	123	81	66	81	2	9
" ".....	Abby A. Grey.....	275 00	"	"	"	"	"	"	"	"
School Avenue.....	Mary A. Wilbour.....	360 00	74	74	"	55	48	87	2	10
" ".....	H. Melissa Hunt.....	275 00	"	"	"	"	"	"	"	"
Mill Street.....	Charlotte E. Goffe.....	335 00	65	"	65	48	38	79	1	10
" ".....	Rebecca Brownell.....	360 00	53	53	"	34	27	79	1	10
Thames Street.....	Hannah Gorton.....	335 00	70	"	70	44	37	83	1	12
Young Street.....	Esther Delano.....	375 00	74	74	"	30	27	90	1	11
<i>Primary Schools.</i>										
Farewell Street.....	Mrs. E. R. Sterne.....	275 00	66	27	39	39	31	79	1	8
" ".....	Lillie Fales.....	275 00	30	44	46	44	39	80	1	8
Church Street.....	Mrs. A. E. Kaighn.....	275 00	76	"	76	36	26	72	1	7
Mill Street.....	Annie E. Tisdale.....	275 00	61	23	38	39	27	69	1	8
" ".....	Julia E. Barker.....	275 00	46	46	"	24	22	91	1	7
Thames Street.....	Mary L. Martin.....	275 00	63	"	63	37	25	67	1	6
Young Street.....	Josephine Peabody.....	275 00	72	72	"	41	37	90	1	8
Parish Street.....	Miss Bigelow.....	375 00	49	31	18	45	42	90	1	11
Willow Street.....	John Archer.....	575 00	110	110	"	76	63	83	2	"
" ".....	Sarah Fales.....	275 00	"	"	"	"	"	"	"	"
<i>Colored Schools.</i>										
East Street.....	Sarah A. Armstrong....	325 00	50	24	26	46	36	78	1	9
Spruce Street.....	Mary B. Briggs.....	325 00	58	26	32	33	20	60	1	11
<i>Evening Schools.</i>										
	H. W. Clarke.....	100 00	"	"	"	"	"	"	"	"
	Mary Ellery.....	100 00	"	"	"	"	"	"	"	"

	No. of Schools.	No. of Teachers.	Number Scholars Registered.	Average Number of Scholars.	Average Attendance.	Per cent. of Attendance.	Males.	Females.
High Schools.....	1	4	93	77	63	82	46	47
Grammar Schools... ..	5	9	364	282	227	80	152	212
Intermediate Schools....	7	9	515	340	277	80	201	314
Primary Schools.....	9	10	638	381	312	80	353	280
Colored Schools.....	2	2	108	79	56	70	50	58

TOWN OF LITTLE COMPTON.

In presenting the Annual Report of the condition of the Public Schools of the town as required by law, we will say that they have been visited as the law directs, with one exception. The reason for that exception being the delinquency on the part of the Trustee of District No. 4 to seasonably notify your Committee of the close of the summer term.

Quite a number of our schools have manifested a marked improvement in both the summer and winter term, the pupils advancing in some few instances much farther in the several branches studied than we could reasonably expect, when we consider the talent employed to teach them, while others, with equal and in one or two instances superior intellectual attainments in the teacher, have made no noticeable advancement, have been in fact decidedly worthless; the difference arising from the fact that in the first named instances the schools were thoroughly disciplined, every scholar was at work and attending to his own business, while in the others there was almost a total deficiency of good order and systematic labor. That all of our schools are far below our standard of what they should be, we not only freely admit, but positively assert, and we firmly believe that they never will reach that standard until we as parents and guardians are brought to such a state of civilization that we can conceive and thoroughly understand that one dollar spent to cultivate the intellects and enlarge the souls of those immortal beings intrusted to our care by a wise and beneficent Creator, would be worth vastly more to them than twice that amount invested in six, ten and even twenty per cent. sureties. When Little Compton understands this matter and acts consistently

therewith, she will support her schools entirely independent of rate bills, pay her teachers remunerative wages, and not even ask them to beg their daily bread from door to door throughout her several districts. Such a course would secure to her better talent in teachers, greater advancement in scholars and eventually place her side by side with, if not in advance of her sister towns as it regards moral, social and intellectual culture.

The time has fully arrived when it is not only a matter of policy, but an absolute necessity that we establish, either at the public expense or by individual subscription, one school in this town of a higher grade, at which our advanced students can pursue their studies without being necessitated to leave their homes and expend twice the amount of money that it would cost them here to acquire a good education. When you take into consideration the advance which society is making, you will fully understand that what fitted our fathers and grand-fathers for elevated positions, would leave our children at least half a century behind the present times ; therefore, as humanity is always progressive, let us make one grand effort to keep pace with her advancing columns by placing our children in an equal position with her foremost ranks.

With these few remarks and suggestions for your respectful consideration, we pass to notice the several schools in their numerical order.

DISTRICT No. 1.—The summer term of this school was taught by Miss Mary J. Palmer, it being her second term here. This teacher labored well, never relaxing for a moment during the term her interest in the charge over which she was placed. She gained the confidence and love of her pupils, and gave universal satisfaction. We feel no hesitancy in recommending her as a successful teacher. Length of term, 5 months ; number of scholars registered, 15 ; average, 10, or 66 2-3 per cent. of the number registered.

Winter Term. When we visited this school some two weeks after its commencement, there was a want of life and energy manifested in the teacher, Mr. Erastus G. Terry, a disposition on the part of the scholars to be idle and a general inclination to whisper, and move upon the seats, thereby creating quite a disturbance. We made a few remarks referring thereto, and at our second visit were pleased to notice a marked improvement in discipline and a satisfactory advancement on the part of the pupils. This school was a success rather than otherwise. Length of term, 4 months ; number of scholars registered, 25 ; average attendance 17, or 68 per cent. of the number registered.

DISTRICT No. 2.—This school during the summer, for the second time under the care of Miss Helen A. Tompkins, showed at the commencement that the teacher was equal to the task before her, and intended to do her duty. The discipline of the school was good throughout the term ; but a little relaxation of interest on the part of

the teacher, caused by influences wholly outside, was a little detrimental to the perfect success of the last half of the term. Miss Tompkins is a young lady of unquestionable moral character, and we cheerfully recommend her as a successful teacher. Length of term, 4 1-2 months; number of scholars registered, 22; average attendance, 17, or 77 per cent. of the number registered.

The winter term was taught by Solomon Whitney, your Visiting Committee. Length of term, 3 3-5 months; number of scholars registered, 25; average attendance 20, or 80 per cent. of the number registered.

DISTRICT No. 3.—Miss Hannah E. Palmer was employed to take charge of this school during the summer term. Miss Palmer was one of those teachers, who, at their examination, do themselves but little credit, yet she taught a good school and we were happily disappointed in finding a much better state of things here than under the circumstances we could have expected. The school was very quiet, and appeared to be doing exceedingly well, and we believe she gave general satisfaction. Length of term, 4 1-2 months; number of scholars registered, 14; average attendance, 9 1-2, or nearly 68 per cent. of the number registered.

For the winter term in this district the services of Mr. Benjamin F. Wilbor were secured. Mr. W. is a young man of spotless character, possessing good attainments, and we do not hesitate to say that he taught a good school. The school house here is in a very poor condition, and we recommend that the legal voters in the district take the proper steps at their next annual meeting either to build a new house or thoroughly to repair the old one. Length of term, 4 months; number of scholars registered, 12; average, 10, or 83 1-3 per cent. of the number registered.

DISTRICT No. 4.—The summer term of this school was taught by Miss Abbie C. Grinnell, a young lady of considerable experience as a teacher, possessing an unquestionable character, with good literary attainments and an amiable disposition. She taught her school to the general satisfaction of her employers and the unqualified approbation of your committee. Length of term, 4 months; number of scholars registered, 17; average attendance, 13, or 76 per cent. of the number registered.

Mr. Edward C. Bailey was employed to teach this school during the winter. He bears an unimpeachable character and his qualifications were sufficient for the task before him, yet he was deficient in energy in conducting the daily exercises, thereby detracting somewhat from the success of the school. Length of term, 3 1-2 months; number of scholars registered, 16; average attendance, 14, or 87 1-2 per cent. of the number registered.

DISTRICT No. 5.—The summer term of this school was intrusted to the care of Miss Mary F. Sisson. This was the first essay of a young lady as teacher, and the result of her efforts proves her to be in possession of all the qualifications requisite to make a thorough and successful teacher. Length of term, 4 1-2 months; number of scholars registered, 25; average attendance, 15, or 60 per cent. of the number registered.

Mr. Jediah Shaw conducted the winter school in this district. He is a teacher of long experience and well-trying ability, always meeting with a due measure of success, and we see no reason for detracting from his former and well-merited fame as a teacher; yet we would suggest to him that there is a possibility of a teacher's falling behind the times. Length of term, 4 months; number of scholars registered, 32; average attendance, 24, or 75 per cent. of the number registered.

DISTRICT No. 6.—This school was taught throughout the year by Miss Miranda Peirce, an energetic, wide-awake teacher, of long experience, possessing a decision of character which well qualifies her to govern a school, and in these qualities lies the secret of much of her success. Some of the methods practiced by this teacher would have done very well twenty years ago but are wholly out of date now. Length of term in summer, 5 months; number of scholars registered, 32; average attendance, 24, or 75 per cent. of the number registered. Length of winter term, 5 months; number of scholars registered, 40; average attendance, 27, or 67 1-2 per cent. of the number registered. The inhabitants of this district will long remember Mr. Thaddeus H. Church as a benefactor, for through his influence and generosity they have secured to themselves and their children a school house that would be an honor to any village or town.

DISTRICT No. 7.—During the summer this school was taught with small results by Miss Abbie L. Gifford, a young lady possessing all the qualities for a good teacher. Length of term, 5 months; number of scholars registered, 19; average attendance, 12, or 63 per cent. of the number registered.

Through the winter, Mr. Edwin B. Davoll conducted this school with no better results than those of his immediate predecessor. We do not however, attribute the non-success of these teachers to any particular fault of theirs, for we believe that if a teacher were employed here possessing all the disciplinary powers of a Napoleon, the literary attainments of a Tennyson, and the moral qualities of a Channing, his labors would be in a great measure thrown away, because it is next to impossible for any man or woman to enter a house that some of our most thrifty farmers would consider too poor for a pig-sty even, and train therein the youthful mind and character with success. Length of term, 4 6-20 months; number of scholars registered, 25; average attendance, 15, or 60 per cent. of the number registered.

DISTRICT No. 8.—During the summer this school was taught by Miss Annie D. Coggeshall, a young lady of meritorious aspirations, good literary attainments and fair disciplinary powers. She taught her school with fair results. Length of term, 4 1-2 months; number of scholars registered, 30; average attendance, 20, or 66 2-3 per cent. of the number registered.

The winter school was conducted by Mr. Peleg Almy, a teacher of some twenty years experience, possessing an unquestionable moral character and good abilities. He is well calculated to do good in the school room. Some of his habits and methods are however a little lax, which it would be well for him to correct. We believe he gave universal satisfaction to his employers. Length of term, 4 months; number of scholars, 35; average attendance, 28, or 80 per cent. of the number registered.

DISTRICT No. 9.—The summer school here was intrusted to Miss Permelia S. Sanford, a young lady of estimable character and good intellectual abilities. It was her first attempt at teaching. She proved totally devoid of the powers necessary to govern a school, and her labors were worthless. Length of term, 3 months; number of scholars registered, 17; average attendance, 11, or nearly 65 per cent. of the number registered.

The school during the winter was taught by Miss Harriet B. Davoll, a teacher possessing talents equal to her calling, and her labors were attended with a fair measure of success. Had Miss Davoll exhibited a little more activity and energy in the school room, and had she been more regular in commencing and closing the daily sessions of the school, her labors would have been better appreciated. Length of term, 3 3-4 months; number of scholars registered, 20; average, 15, or 75 per cent. of the number registered.

DISTRICT No. 10.—Both the summer and winter term in this district were conducted by Miss Emma C. Brownell. The scholars made fine progress, and we believe that this teacher possesses those qualities which, if properly guided, would place her in an elevated position as a teacher; and in connection with this school we wish to say that it is the imperative duty of all teachers to be particularly careful that the moral influence which they exert over their pupils be of the highest order; that no sentence, word or syllable be uttered by them in their daily conversation with their pupils which can have within itself the least immoral tendency, and we should employ no teachers in our schools who do not, both by precept and example, inculcate the strictest morality. Length of summer term, 4 months; number of scholars registered, 20; average attendance, 14, or 70 per cent. of the number registered. Length of winter term, 4 months; number of scholars registered, 27; average attendance, 22, or 81 1-2 per cent. of the number registered.

All of which is respectfully submitted.

In behalf of the School Committee,

SOLOMON WHITNEY, Visiting Committee.

TOWN OF PORTSMOUTH.

FOR THE YEAR ENDING MAY 1, 1886.

With the exception of those of Nos. 2 and 6, the schools of this town have been conducted with their accustomed regularity, and scholars have made commendable progress.

DISTRICT No. 1 was taught one term by John H. Arnold, with his usual efficiency.

IN DISTRICT No. 2 harmony of feeling has been wanting, operating to the interruption of the school and its general usefulness while in session.

DISTRICT No. 3 has been taught through the year by Mary C. Carr. The patrons of that school are fortunate in securing the services of so able and diligent a teacher.

DISTRICT No. 4 was taught one term by Maria T. Taber, to good satisfaction, when for the next term she required a small advance in wages, which those in charge were not willing to give; thus her services were lost to us, and she was allowed to go where she could get good compensation for faithful services.

DISTRICT No. 5 has been taught during the past year by George B. Inman. From a record of the condition of the classes made by the Committee when he took charge of the school and subsequently, there was very marked progress in scholarship and deportment; and also keeping their new desks, purchased in Boston, in the very best order. In this school there has been an element of obscenity and profanity which has been lamented by many. Under the care of George B. Inman there has been a marked progress in that that is elevating and ennobling, and the Committee hope for the hearty coöperation of the parents for the future progress.

DISTRICT No. 7 has been in session only four months during the past year. When difficulties arise, the effort should be for their removal direct, instead of suffering things to be at a stand still.

While the cause of education is slow, the Committee feel encouraged to know that it is onward.

J. E. MACOMBER, Chairman.

TOWN OF TIVERTON.

The School Committee, in accordance with the school law, would respectfully submit the following report :

DISTRICT No. 1, (Four Corners.)—The scholars in this school have made very good progress in their studies the year past. It is almost impossible to teach, and govern this school well at the same time. Each time we visited this school we found comparative quiet and the teacher hard at work, but there was a little too much whispering among the pupils.

DISTRICT No. 2, (Brown.)—We believe that the labors of the summer teacher in this school were satisfactory to all concerned, and the progress of the scholars good.

Less interest has been manifested by the scholars in this school the past winter than in former winters, under the care of the same teacher. We think the dancing school that has been held in this district has had a bad influence on the minds of some of the pupils, causing them to be irregular in their attendance at school, and to care less about their studies when there.

DISTRICT No. 3, (Bridgeport.)—The progress of the scholars during the year was, for the most part, good.

Near the close of the winter term we were invited to visit this school, and found when there that certain of the larger boys were inclined to set aside the teacher's government and to set up their own in its place. We advised the teacher immediately to expel all from the school who would not obey ; and received a promise from the scholars then present that they would be obedient to the authority of the teacher.

DISTRICT No. 4, (Osborn.)—The teacher of this school, we think, is well qualified for her occupation and will make a very good teacher. Most of the scholars made good progress. We would not, however, advise young teachers to commence with their own district in teaching.

DISTRICT No. 5, (Gardner.)—We found good order in this school, and the scholars seemed to be making improvement. The teacher was faithful in her work.

DISTRICT No. 6, (Fish.)—The Committee were pleased when they visited this school with the deportment and general appearance of the school. Good improvement was made by the scholars in their studies. We are sorry that there is such a difference of feeling existing among the parents of this district.

DISTRICT No. 7, (Eagleville.)—We think the teacher of the summer term did the best she could for the school ; but she is young and

has not had the advantages that some of our teachers have had, consequently did not succeed as well as could have been wished.

The winter term was taught by one of our most successful teachers. The Committee were pleased particularly with the smaller classes, the members of which manifested a readiness in their recitations far beyond what we have seen before. We regret that this school-house is not better supplied with black-boards.

DISTRICT No. 8, (Washington.)—This district has had only one term of school the past year. Near the close of that term a complaint was made to the Committee that the money was being wasted, there being only three scholars present a part of the time. The Committee were satisfied when they visited this school that it was not answering the purpose that a good school should ; but as the teacher in former terms had succeeded well, they were reluctant to interfere in the matter, but finally they cancelled the teacher's certificate, and thus brought the school to a close.

DISTRICT No. 9, (Manchester.)—We were pleased with the good order which prevailed whenever we visited this school. The teacher seemed to rule by love and kindness ; and some of the pupils appeared to be making good progress in their studies.

DISTRICT No. 10, (Crandall.)—We think the teacher of the summer school well qualified for her work, so far as education was concerned, but she failed in her work because she either could not or would not govern her school.

The school was well taught and governed in the winter, and was satisfactory to all concerned.

DISTRICT No. 11, (King.)—There was no school in summer, the school-house being out of repair. This district was fortunate in securing the services of one who has the reputation of being a good teacher, and who formerly taught this same school. The teacher, so far as we had an opportunity to judge, was energetic and faithful in the discharge of his duties.

DISTRICT No. 12, (Neck.)—No school in summer. The school in the winter was all that a good school should be, except that there was a lack of scholars to be taught.

In reviewing the history of the schools for the year past, we are constrained to come to the conclusion that while some of our schools have come fully up to those of former times, our schools last year, considered as a whole, have not equaled those of the two former years. If parents would manifest more interest in the education of their children ; if they would send them regularly to school and visit them occasionally when there, we should be able doubtless to report more favorably with regard to them.

Disagreements among parents in a district do much to destroy the usefulness of even a good teacher. We have been told by more than one trustee, that in certain districts there are two parties, and that the teacher who pleases one party is sure to displease the other.

The number of scholars enrolled in the summer, in the ten schools, was 332 ; the average attendance, 212. In winter, in eleven schools, 306 scholars enrolled, and an average attendance of 223. We have thus an average attendance of 67 per cent. in summer and 74 per cent in winter.

All of which is respectfully submitted.

PELEG ALMY,

In behalf of the Committee.

Tiverton, April 5, 1865.

No reports have been received from the following towns in this county:

JAMESTOWN,
NEW SHOREHAM,
MIDDLETOWN.

WASHINGTON COUNTY.

TOWN OF RICHMOND.

In the town meeting of June, 1864, for the election of town officers, the election of School Committee was, Henry B. Kenyon, Isaac S. Prosser and Nelson K. Church.

At the first meeting the Committee organized by electing Henry B. Kenyon, Chairman, and Isaac S. Prosser, Clerk.

The Committee appointed Rev. C. L. Frost to superintend the schools, and make out the Annual Report.

Besides the quarterly meetings required by law, the Committee have held several called meetings for business.

MONEY RECEIVED AND EXPENDED.—Amount received in support of Public Schools of this town the past year:—

From the State—old appropriation	-	-	-	-	\$487 50
“ “ new “	-	-	-	-	437 05
“ Town— “ “	-	-	-	-	300 00
“ Registry Tax,	-	-	-	-	107 55
					<hr/>
					\$1,333 10

The money paid out for the support of Public Schools the past year has been as follows:—

Amount paid to the several Districts for school purposes, \$1,256 25.

JOINT DISTRICTS.

Nos. 5 and 9 of Hopkinton, by a vote of the Committee, are allowed annually, \$1 50 for each scholar of this town, who shall attend the Winter School of said districts, during the public school year, commencing May 1, in said joint districts, sixteen weeks or more, and ten cents a week for any number less than sixteen weeks.

DISTRICT No. 1, (*Pine Grove*).—The Summer School was taught by Miss Sarah A. Hoxie, of Hopkinton. Miss Hoxie is an experienced teacher, and she discharged the duties of her office with energy, firmness and kindness, and as a matter of course, good improvement was made by the scholars.

The Winter School was taught by Mr. Charles H. Langworthy, of Hopkinton, who met with his usual good success.

DISTRICT No. 2, (*Carolina.*)—The Winter School was taught by Mr. George P. Clark, of this town, and Miss G. Pierce, of Hopkinton, who succeeded well in governing and imparting instruction.

The school house is quite too small to well accommodate this school; and it being private property too, is sometimes used for other purposes beside school.

DISTRICT No. 3, (*Shannock.*)—This School was taught by Mr. Isaac S. Prosser, of this town, both Summer and Winter, with his usual excellent success.

The school house in this district is not more than half large enough; and poor what there is of it.

DISTRICT No. 4, (*Usquepaug.*)—The school house in this district being in South Kingstown, is under the control of the Committee in that town.

DISTRICT No. 5, (*Centre.*)—The Summer School was taught by Miss Louisa A. Rathburn, of this town. A little more firmness, blended with the large amount of kindness, which Miss R. possesses, would improve her government.

The Winter School was taught by Miss Sarah M. Lilibridge, of this town, who fully sustained the good reputation she had already gained as a teacher in this School.

DISTRICT No. 6, (*Squirrelville.*)—The Winter School was taught by Mr. H. T. Braman, of South Kingstown, who taught with a good degree of success.

DISTRICT No. 7, (*Alton.*)—The Winter School was taught by Mr. J. R. Tillinghast, of North Kingstown. Mr. T. lacks a few qualifications which are essential to success in teaching.

This district has nearly completed a school house, which, with the land it stands upon, with the outbuildings, will cost three thousand dollars.

DISTRICT No. 8, (*Tefft Hill.*)—The Summer and Winter Schools were taught by Miss Hattie M. Aldrich, of this town, with a good degree of success.

DISTRICT No. 9, (*Bell.*)—The Summer School was taught by Miss Dorcas A. Clarke, of this town, which was her first trial in teaching, and she fully met the expectation of the Superintendent.

The Winter School was taught by Mr. Andrew Moore, of this town. With a little more energy and firmness Mr. M. would succeed much better in teaching.

DISTRICT No. 10, (*Washington.*)—The Winter School was taught by Mr. John A. Woodmanser, of South Kingstown. This was Mr.

W.'s first trial in teaching, which proved a decided success. He toiled with untiring zeal to promote and advance the intellectual and moral interests of his pupils.

DISTRICT No. 11, (*Boss.*)—The Summer School was taught by Miss Mary C. Whipple, of Hopkinton.

The Winter School was taught by Mr. Paul Whipple, of Hopkinton. Mr. W. should attend to the cultivation of his own mind, before attempting to teach again.

DISTRICT No. 12, (*Hillsdale.*)—This School was taught by Miss A. F. Kenyon, of this town, who fully sustained the reputation she had already gained in this school.

DISTRICT No. 13, (*Arcadia.*)—The Summer School was taught by Miss Esther C. Prentiss, of this town, who succeeded well, both in maintaining order and imparting instruction.

The Winter School was taught by Mr. Wm. M. Chipman, of Hopkinton, who succeeded well in imparting instruction, and with a little more firmness, united with his kindness, would have improved his government.

GENERAL REMARKS.

The Superintendent has endeavored to maintain such a visitation and supervision of the several schools as the law demands, and the interest of the schools require.

Some of the Trustees do not visit the school twice during each term of school as the law requires. And though parents are not legally bound to visit their schools, they are morally bound to do so, and often. Such visits encourages the children, and leads teachers to feel that they have the sympathy of parents and friends of education.

In most of our schools, quite too little interest is manifest to advance the interests of education.

Many members of school Districts, do not attend the District meetings unless it is to oppose some measure, which may be introduced to promote the interests of the school, if such measure carried out will cost them a few cents.

But while there is a lack of interest felt by parents and others, composing a school District, many who attempt to teach lack important qualifications for the great and responsible work.

In governing a school, it is not necessary to use *brute force*. Teachers should appeal to the higher and better nature of the scholars. An ever present sense of moral duty, if not religious obligation, should actuate teachers, which will never fail to reach the sympathy of the scholars. None but strictly moral, if not religious teachers, should be employed in our Public Schools. Our schools are made up of young people, who possess dispositions much like grown up people.

Good sound common sense, truthful, self-respect, self-governing, temperate, patriotic, firmness blended with kindness, are essential qualifications to the good government of a school.

Trustees should aim to get good teachers rather than those who will work cheap.

In District No. 7, after the usual amount of contention, at length succeeded in building a good and convenient school house.

It is hoped that other Districts, so sadly deficient in school house accommodations, will follow the example, so that every District in town will soon own a good school house.

Districts Nos. 5, 8, 10, 11 and 12, have houses too poor in their present state, to be any longer fit for school purposes. The house in Districts Nos. 2 and 3, are too small to properly accommodate their respective schools.

In this age of progress, as well as the demand upon the intelligence, morals, and patriotism of the people, should be made in our system of education.

While the nation is nobly struggling to maintain her existence, and rise to a higher life—gain universal freedom—we, as a portion of the people, should take a more decided interest in our common schools, that our children may be prepared to complete the work already began, and be fully equal to the great responsibilities which shall fall upon them.

With a deep interest in the common school enterprise, and trusting that my successor shall be more faithful and efficient than I have been, I now yield up my trust.

C. L. FROST, Superintendent School Committee.

SCHOOL COMMITTEE.—Henry B. Kenyon, Isaac S. Prosser, Nelson K. Church.

TRUSTEES.—District No. 1, John F. Baggs; No. 2, Isaac S. Prosser; No. 3, S. P. Clarke; No. 4, E. Anthony, Geo. L. Hazzard, B. W. Brayman; No. 5, E. B. Phillips; No. 6, D. P. Kenyon; No. 7, Abel Fenner, Pardon Olney, Jesse Potter; No. 8, A. B. Phillips; No. 9, E. B. Johnson; No. 10, Mosher Webster; No. 11, Peter Clarke; No. 12, Gilbert Vallet; No. 13, George Harris.

SUMMER SCHOOL.								WINTER SCHOOL.									
No. of Boys.	No. of Girls.	No. over 16 years old.	No. under 16 years old.	Average Attendance.	No. of Families.	Wages per month.	Weeks of School.	NAME OF DISTRICT.	No. of Boys.	No. of Girls.	No. over 16 years old.	No. under 16 yrs. old.	Average Attendance.	No. of Families.	Wages per month.	Weeks of School.	Money due.
9	12		13	11		\$12 00	16	1 Pine Grove.....	15	7	1	13	12		\$20 00	16	
				28				2 Carolina.....	27	25	1	41	29		50 00	16	
								3 Shannock.....	22	22	4	36	26			16	
6	5		9	6		10 00	14	4 Usquepaug.....	8	5	2	10	5		35 00	13	\$7 58
4	6	2	8	5		8 00	12	5 Centre.....	11	7	2	1	13	7	20 00	16	82
								6 Squirrelville...	11	9	4	15	9		20 00	16	27 40
								7 Alton.....	23	19	8	28	28		37 00	16	5 30
								8 Tefft Hill.....	9	8	1	7	8		20 00	16	18 50
								9 Bell.....	7	7	2	10	7		22 00	16	2 33
								10 Washington...	9	10		11	11		28 00	16	25 10
3	9	3	5	5		5 50	8	11 Boss.....	4	7	1	6	8		20 00	16	
8	12	2	11	8		15 00	12	12 Hillsdale.....	4	5		8	5		17 00	4	56 78
7	12	4	15	12		12 00	16	13 Arcadia.....	8	7		11	10		22 00	16	

TOWN OF HOPKINTON.

FOR THE YEAR ENDING MAY 1, 1865.

To the Citizens of the Town of Hopkinton :

At the meeting for the election of Town Officers, held June 7th, 1864, you chose N. L. Richmond, B. P. Langworthy, 2d, and S. R. Wheeler the School Committee for the year ensuing. Subsequently, the above named persons, having been duly qualified, organized by appointing N. L. Richmond, Chairman, and S. R. Wheeler, Clerk. N. L. Richmond was appointed Superintendent of Schools in Districts Nos. 5, 7, 9, 10, 11 and 12, and S. R. Wheeler, Superintendent of the other Schools of the Town, and also to make out the Annual Report.

TEACHERS.—Experienced teachers generally succeed the best. This statement is, for the most part, believed throughout the town, and the schools are in a better condition because it is believed and *acted* upon, than they otherwise would be. "Practice makes perfect," is an adage, in which there is much truth. A person, when first employed in the mechanic or the polite arts, is quite apt to make awkward work. But by continued effort—by practice—some muscles tighten, others relax, until they, as it were, fit themselves to the

implements they are called upon to use. We are frequently astonished to see the ease with which a carpenter or a blacksmith does cunning and difficult work. We watch with wonder the fingers of the pianist, as they strike key after key of the instrument in such rapid succession and with such remarkable precision. We look with admiration upon the perfect delineations, the fine shades and delicate touches, given to a painting. And we ask ourselves how have these persons acquired so much skill? Immediately comes back the answer, "Practice makes perfect." So it is with the school teacher. Practice has a tendency to perfect him in his work. True, every one cannot become a first-class teacher. It is true, too, that some teachers with but little experience, will succeed better than others with considerable; but that does not confute the statement just made.

A teacher should be religious. Theoretically, at least, we are believers in Christianity. But few, who are not Christians, will say Christianity is not worthy of attention; while those who are Christians believe it to be the *all in all* of life. How important, eminently important, then, is it, that the tender minds of school children should be favorably impressed toward religion? Perhaps it will be said, that a teacher is not hired to go into the school-room to teach religion. That may be in a measure true; and yet scarcely a day passes but that a teacher has an opportunity to say a word in favor of the doctrines of Jesus, which may make an indelible impression upon some young heart, and insure to the world a true-hearted Christian. Just as easily too, perhaps, by single words dropped from time to time, may the young mind be so poisoned, that it will never accept the offers of the gospel. Nor is it possible for a teacher to remain neutral. There are occurrences in school, when he must show himself either for or against the principles which have to do with the eternal welfare of the soul.

PARENTS.—Whatever may be the qualifications of the teacher, you can in a great degree paralyze his efforts. It is essential to the success of a teacher, that he have the confidence of his pupils. This is almost impossible while you are day by day, in presence of your children, harshly criticising his almost every action. It is your privilege, yea, more, it is a duty God demands of you, to be particular in selecting those who are to be the instructors of your offspring. It is then your duty to place the power of securing teachers in the hands of such men as you can trust. It is your privilege, too, to let your preference for one teacher, or your objection to another, be known to those whom you have thus empowered to secure teachers. Indeed, circumstances may even give you the right to keep your children away from school. Trivial circumstances cannot give that right; for a parent assumes a great responsibility when he limits the opportunities for the intellectual development of his children. Still you may possibly, in some extreme cases, have that right. But upon no prin-

ciple of Christianity or of morals, upon no principle of justice or humanity, have you a right to send your children to school, and at the same time publicly condemn the course of the teacher. By this means you are sure, more or less, to disaffect the minds of your own and your neighbors' children, and hinder their progress in school. You therefore rob them of intellectual improvement, and perhaps materially dwarf their usefulness through their whole lives. Compared with this, to rob them of money is indeed trivial.

Again, parents, there is a tribunal to which you can appeal if you think your teacher is not taking a proper course. If you find this tribunal sustains the teacher, it is simply the part of men to abide that decision. If you do not, but determine by words and actions to set at naught the school and its authorities, you place yourselves on exactly the same ground with the rebels at the South. They would not abide the decision of the governmental officers chosen by the people. You do not abide the decision of the school officers chosen by yourselves and fellow townsmen. Logically, one party is as rebellious as the other.

Now, parents, for your own sake, for the highest good of the children God has given you, and for the good of the noble cause of education, the Committee advise you to sustain your teachers, although their opinions may not be in exact accordance with your own. By so doing, it is possible to have a good school, even with quite an ordinary teacher.

BLACKBOARDS.—Every school should be well supplied with blackboards, put up where they can be conveniently used by both teacher and scholars. Some school rooms in the town are scantily furnished with these essentials to a good school. In preparing blackboards, varnish should not be used. It makes the surface so smooth that it is difficult to mark upon it. Crayons, for blackboard use, are much preferable to common chalk. The difference in cost is but little. Chalk scratches the surface, and soon spoils it.

BOOKS.—The books prescribed by the Committee are generally in use throughout the town. Some schools, however, use text books which are not recommended. A variety of books upon the same topic, in a school, is a great detriment. It necessarily divides the attention of the teacher, and retards the progress of the school. Quackenbos' History of the United States is now among the books recommended by the Committee. During the past winter it has been used as a reader by the advanced scholars in five scholars. We believe it has given pleasure, and we are sure it has been profitable.

DISTRICT No. 1, (Dr. Kenyon's.)—The summer term was taught by Ruth R. Saunders, who labored faithfully. The school made commendable progress. The winter school was under the instruction

of Wm. H. Kenyon. Mr. Kenyon taught the same school last winter. The employers showed their wisdom by securing his services again.

No. 2, (*Potter Hill*.)—This school was taught summer and winter by Henry S. Barber. He labored faithfully and successfully. Mr. Barber may well be called a good teacher.

No. 3, (*Writter's*.)—The school in this district, under the care of Ann E. Wells in the fall, and her sister, Maria Wells, in the winter, made good progress. The fall term was rather short. A little firmer discipline during the winter would have been an improvement.

No. 4, (*Ashaway*.)—Laurie E. Thompson taught the school both summer and winter, and gave good satisfaction to the employers and the Superintendent.

No. 5, (*Woodville*.)—The summer school was taught by Miss Sarah E. Chester, a good teacher, and under whose management it was second to none in town. The winter term was taught by Benjamin P. Langworthy, 2d, one of the Board of School Committee, who had taught many terms in the district before. As he is well known to be a successful teacher, there is no need of any comments by the Superintendent.

No. 6, (*City*.)—The summer term was taught by Margaret A. Langworthy. The school was closed two weeks before the appointed time, on account of the sickness of the teacher. Hence it was visited but once. It was in good condition, but the Superintendent had not an opportunity for judging of its advancement. The school during the winter was taught by S. R. Wheeler, one of the Board of the School Committee, and Superintendent of the schools in this part of the town; consequently it became the duty of the other members of the Board to visit this school. The Committee are free to say that, on examination, they found the school in first-rate order, not surpassed by any that came under their observation. The scholars made good improvement, deported themselves well, performed their recitations promptly, and with a correctness that gave pleasure to the Committee and credit to themselves. No one could visit this school but to admire its workings. Though some have withdrawn their children from it, yet we think they acted hastily and without just cause. If they had visited it more, they would have held it in higher estimation. Parents should rarely keep their children from school, for in so doing they injure themselves and children much more than they do the teacher.

No. 7, (*Gate*.)—The summer school was taught by Miss Louisa A. Newton, who was very successful. The winter school by Mr. Nathan J. Newton, who had taught in the district before. Mr. Newton is a good teacher.

No. 9, (*Locustville*).—Mr. Henry B. Kenyon was engaged in the higher department of this school the past year. Mr. Kenyon is a graduate of our State Normal School, and a good scholar. We think a more vigorous discipline could have been exercised in this school with good effect. "The best of order should be *firmly* and *resolutely* maintained." The primary department was taught by Miss Eliza R. Henry, who had been engaged several terms in this school before. Miss Henry is an excellent teacher. She does credit to herself, gives satisfaction to the Committee, and to the patrons of the school.

No. 10, (*Barberville*).—The school during the summer was taught by Miss Julia A. Richmond. This was her first term in it, and she succeeded well. She showed an aptness for teaching, and under her instruction and discipline the school made commendable progress. Robert B. Richmond, a teacher of experience, commenced the winter term, but was prevented from continuing it on account of ill health. It was closed by Miss Carrie G. Pierce, with satisfaction to the Superintendent and to her employers.

No. 11, (*Rockville*).—The summer school was taught by Miss Eunice M. Stillman. It was closed prematurely, to give her a chance of going to school, consequently it was visited but once. Hence we have not the opportunity of judging of its merits as we otherwise could have done. The winter school was taught by Miss S. E. Chester, of whose merits as a teacher we have already spoken.

No. 12, (*Grassy Pond*).—This is the smallest school in town, with an average of only three, and hardly worthy of the name as to number. The teacher was Mr. Frederick S. Austin, with whom all were well satisfied. It is a query in the minds of the Committee, whether it would not be advisable to discontinue the school in this district, as the money might be used in others to a much greater advantage.

Amount of money received from all sources, \$1,431 21.

The statistics are presented in the following table.

Respectfully submitted.

N. L. RICHMOND,	} Committee.
B. P. LANGWORTHY, 2d,	
S. R. WHEELER,	

RETURN OF THE PUBLIC SCHOOLS IN HOPKINTON, FOR THE YEAR ENDING MAY 1, 1886.

TOWN OF HOPKINTON.

SCHOLARS.						SUMMER SCHOOL.						SCHOLARS.						WINTER SCHOOL.						Public Money.
						TEACHERS' NAMES.						TEACHERS' NAMES.												
Number of District.						Boys.	Girls.	Whole Number.	Average.	Wages.	Length.		TEACHERS' NAMES.											
													Boys.	Girls.	Whole Number.	Average.	Wages.	Length.						
1	2	17	29	46	28	\$30	20	26	29	55	35	\$30	16	16	\$124	22								
3	5	8	13	10	12	7	7	19	25	44	38	32	18	18	111	62								
4	19	22	41	20	20	20	20	11	9	20	15	17	16	16	104	42								
5	20	25	45	36	14	16	16	36	23	59	45	18	18	18	118	82								
6								20	22	42	40	25	16	16	138	22								
7	8	19	27	12	10	20	20	32	18	50	33	33	16	16	151	22								
9	46	57	103	74	16	38	20	17	17	34	21	22	16	16	109	82								
10	14	10	24	12	10	16	16	50	43	93	67	45	16	16	208	42								
11								24	5	29	18	19	20	20	106	22								
12								36	24	60	48	35	16	16	138	62								
								8	1	9	3	20	16	16	88	22								
								12	17	29	18	37	16	16	21	60								
															19	79								
																\$1431 21								

Joint with Richmond.

Printing Report,

TOWN OF SOUTH KINGSTOWN.

The School Committee respectfully submit the following Report :

The organization of the Committee was effected by the election of Hon. E. R. Potter, Chairman, J. G. Perry, Esq., Clerk ; Hon. E. R. Potter, Rev. J. H. Wells and J. H. Tefft, Esq., were appointed Examining Committee, and J. H. Tefft, Visiting Committee.

We have passed through another year of terrible strife and civil war ; and, although during the first year of the rebellion the effect upon our public schools was not so perceptible, we regret to say that during the past year the schools have fallen behind those of the two years previous.

We do not mean by this, that all the schools have retrograded, for some of them have been good in every respect, and have made excellent improvement.

Your Committee have been aware of the decline in our schools, and have labored hard to prevent it, but have found it out of their power to bring the schools up to that point of excellence, where they wished a year ago to see them this time.

The reasons for this retrogression, in the opinion of your Committee, are :

1st. The public mind has been turned more and more, ever since the rebellion commenced, to our great national struggle, and as its magnitude and extent have been brought to light, the people have become absorbed in the national affairs to the detriment of almost every department of knowledge and business.

2nd. Some of our best teachers have left town on account of the miserable compensation received for their labors. While the rate of pay in almost every other department of industry has advanced from 100 to 200 per cent., the compensation of teachers in some of our districts has not advanced a single mill, in others the pay of teachers has decreased, and where there has been an advance, it has rarely been more than 25 per cent. Can it be expected that good teachers can now be obtained for the same compensation that they could when it did not cost them more than one-third as much to live ?

Your Committee have been obliged to give certificates to teachers who were below par, because some of the districts would not, or did not feel as if they could afford to raise money enough to employ a good teacher in these times of high prices and high taxes.

3d. There has seemed to be a feeling of insubordination infesting many of our schools—a strong disposition on the part of a few scholars to disobey and to make the school as unpleasant as possible.

Such scholars always find more or less in every school to join with them in destroying the good order and usefulness of the school. There were more cases of this kind during the winter than there have ever been before since we had charge of the schools.

Some schools, which bid fair at the commencement of the winter to rank among the best, were so affected by these conflicting and contending elements that their usefulness was greatly impaired, if not destroyed.

We are sorry to say that we believe that some of these cases of *rowdyism* and *determination not to obey* have been winked at, if not encouraged, by parents.

It is utterly impossible for any teacher to succeed *well*, who is not sustained by the people of the district.

Parents, if you would have good schools, visit them, encourage your teachers, check the waywardness of vicious boys and girls, see that you do not make complaints against nor condemn your teacher without a cause, think not that your children are the most troublesome of any in the world at home, and that they are the best of any in the world when at school, and that it is impossible or next to impossible for them to do wrong when there.

The attendance in some of the schools has been, very irregular during the past year, which has detracted from the interest and success of our schools. As we write we have in mind some scholars who have been in school more or less during the past two or three years, and who have made little or no advancement during that time; and one of the reasons, if not *the reason*, for this is the irregularity of their attendance. Many of our school houses are still in a very filthy and dilapidated condition, not having been cleaned or repaired for years. A few of the school houses were so open, and the means of warming them so poor, that it was impossible to keep them comfortable during the winter.

The people of District No. 20 having become satisfied that in order to have a good school they must have a good house, have greatly enlarged their old house, and are intending to have one of the best, if not the best school house, in town.

The repairs which have recently been made on the house and yard in District No. 19, speak well for the people of that district.

District No. 3 has purchased the old Academy for a district school-house. Since it became the district property it has been slightly repaired, and by placing the stove in the back part of the room and thus having a greater length of pipe in the school room, has been made much more comfortable. But this house *is* not and *will* not be what it should be for school purposes till it is thoroughly repaired.

We hope that during the summer those districts which have not already put their school rooms in proper order, will see that the plastering, the windows, the door latches, &c., are repaired, and the school rooms and entries thoroughly cleaned and whitewashed or papered.

The repairs will cost each district but a trifle and will pay 100 per cent. interest on the money expended.

Teachers, in order to succeed, should have a love for the profession. It cannot be expected that persons who assume the responsibilities of

teachers for the purpose of filling up a leisure month or two, and who in that way hope to replenish their pockets, will be worth much as teachers.

Teachers should not only love their work, but they should keep ever before their minds, that they are guiding and giving bent to immortal minds, that they may shape the entire future of some of their scholars for good or evil, and that as is their influence so will be their responsibility.

They should treat their pupils both in and out of school with respect, and should *insist* on being treated *respectfully* in *return*. They should study to make themselves better acquainted with the branches which they are to teach, and improve every opportunity in fitting themselves for the duties of the school room.

They should never let pleasure interfere with their school duties. They should be extremely careful what they say respecting their pupils or patrons out of school, for there are always those ready to catch any unguarded expressions, and use them to the detriment of teacher and school.

It is not unfrequently the case when urging teachers to attend Teachers' Meetings and Institutes, to take and read some school journal, to procure books of reference, to study out of school, to pay particular attention to some branches that they are not quite as well qualified to teach, that we receive replies like the following: "O, I can't do that, for I do not intend to teach more than one term;" yet we see them asking for certificates for the second term and even the second year. Another replies, "I get so tired of books and school before night, that I do not want to see a school book nor to think of school again before the next morning. I know enough to teach any of my scholars; what good will it do me to attend educational meetings, read school journals and educational magazines, or to study out of school?"

The teacher who thinks and reasons thus, we think, does not know enough to know that he is not fit to teach.

Trustees, beware of such teachers, for they will do your schools but little good.

The statistics are presented in the following tables, prepared at the request of the School Committee and respectfully submitted in their behalf.

J. H. TEFFT, Visiting Committee.

South Kingstown, R. I., June 5, 1865.

STATISTICAL TABLE.

WINTER TERM.							SUMMER TERM.											
Number of District.	NAME.	TEACHERS.	No. of Scholars Reg.	Average Attendance.	Number of Visits.	Wages per month.	Time in months.	Number of District.	NAME.	TEACHERS.	No. of Scholars Reg.	Average attendance.	Number of Visits.	Wages per month.	Time in months.			
1 South Ferry.....	W. B. Knowles.....	38	22	13	\$22 00 3	1	1 South Ferry.....	R. Nichols.....	37	26	37	\$12 00 4	1	1 South Ferry.....	37	26	37	\$12 00 4
2 Tower Hill.....	M. A. Nichols.....	35	22	29	17 60 4	2	2 Tower Hill.....	M. A. Greene.....	43	27	11	20 00 2	2	2 Tower Hill.....	43	27	11	20 00 2
3 Kingston.....	E. E. Telf.....	29	21	27	25 00 4	3	3 Kingston.....	W. P. Barber.....	23	16	19	10 00 3	3	3 Kingston.....	23	16	19	10 00 3
4 Union.....	E. E. Brown.....	29	10	6	30 00 1	4	4 Union.....	W. P. Barber.....	23	16	19	10 00 3	4	4 Union.....	23	16	19	10 00 3
5 Rocky Brook.....	W. W. Merriam.....	29	10	6	30 00 1	5	5 Rocky Brook.....	W. P. Barber.....	23	16	19	10 00 3	5	5 Rocky Brook.....	23	16	19	10 00 3
6 Wakefield.....	R. Knowles.....	22	17	8	42 00 2	6	6 Wakefield.....	M. E. Gardner.....	33	23	16	12 00 4	6	6 Wakefield.....	33	23	16	12 00 4
7 Lower Point Judith.....	M. J. Prosser.....	97	76	24	30 00 4	7	7 Lower Point Judith.....	I. F. Dixon.....	13	9	10	16 00 3	7	7 Lower Point Judith.....	13	9	10	16 00 3
8 Upper Point Judith.....	H. L. A. Prosser.....	66	44	13	40 00 4	8	8 Upper Point Judith.....	H. L. A. Prosser.....	14	11	18	12 00 3	8	8 Upper Point Judith.....	14	11	18	12 00 3
9 Sugar Loaf.....	S. J. Chappell.....	37	27	23	35 00 3	9	9 Sugar Loaf.....	S. E. Telf.....	22	18	4	18 00 4	9	9 Sugar Loaf.....	22	18	4	18 00 4
10 Matonoc.....	T. T. Tucker.....	30	22	25	35 00 3	10	10 Matonoc.....	S. A. Carpenter.....	17	13	26	12 00 3	10	10 Matonoc.....	17	13	26	12 00 3
11 Stony Point.....	E. R. Telf.....	18	13	17	18 00 4	11	11 Stony Point.....	M. G. Tucker.....	19	16	6	14 00 3	11	11 Stony Point.....	19	16	6	14 00 3
12 Perryville.....	S. E. Telf.....	23	19	25	19 00 3	12	12 Perryville.....	J. E. R. Candall.....	17	13	36	19 60 3	12	12 Perryville.....	17	13	36	19 60 3
13 Greenhill.....	W. P. Barber.....	16	13	12	16 00 3	13	13 Greenhill.....	J. E. R. Candall.....	17	16	29	16 00 3	13	13 Greenhill.....	17	16	29	16 00 3
14 Tuckerton.....	J. E. R. Candall.....	22	17	29	18 00 3	14	14 Tuckerton.....	S. S. Eldred.....	17	16	29	16 00 3	14	14 Tuckerton.....	17	16	29	16 00 3
15 Perkins.....	W. E. Candall.....	22	17	29	18 00 3	15	15 Perkins.....	S. M. Anthony.....	15	12	28	16 00 3	15	15 Perkins.....	15	12	28	16 00 3
16 Yawcoo.....	S. S. Eldred.....	30	21	18	18 00 3	16	16 Yawcoo.....	S. M. Anthony.....	15	12	28	16 00 3	16	16 Yawcoo.....	15	12	28	16 00 3
17 Uquepaug.....	S. M. Anthony.....	16	11	28	18 76 4	17	17 Uquepaug.....	S. M. Baker.....	11	8	16	18 00 3	17	17 Uquepaug.....	11	8	16	18 00 3
18 Dugway.....	C. D. Albro.....	13	11	19	35 00 3	18	18 Dugway.....	C. G. Pierce.....	10	10	29	18 00 3	18	18 Dugway.....	10	10	29	18 00 3
19 Pier.....	H. J. Vallet.....	9	8	38	13 60 4	19	19 Pier.....	M. S. L. Reed.....	24	16	23	14 00 4	19	19 Pier.....	24	16	23	14 00 4
20 Peace Dale.....	H. Hazard.....	22	12	9	17 00 3	20	20 Peace Dale, Spring.....	J. H. Telf.....	117	100	61	35 00 3	20	20 Peace Dale, Spring.....	117	100	61	35 00 3
21 Moorsfield.....	J. H. Telf.....	126	103	100	60 00 3	21	21 Moorsfield.....	E. M. Darling.....	126	101	46	40 00 3	21	21 Moorsfield.....	126	101	46	40 00 3
	L. Sheldon.....	30	26	10	27 00 3			J. H. Telf.....	20	00	8	20 00 3			20	00	8	20 00 3
	H. K. Hull.....	30	26	10	27 00 3			E. T. Breyman.....	23	15	14	16 00 3			23	15	14	16 00 3

TOWN OF NORTH KINGSTOWN.

The School Committee of the town of North Kingstown beg leave to present to the electors of their town, this, their Annual Report:

The School Fund for the past year was derived from the following sources, viz :

Amount received from the State, - - - -	\$1,146 46
Appropriation from the town, - - - -	500 00
Registry Taxes, - - - -	150 03
Amount forfeited by District No. 8, - - - -	106 28
“ due on former appropriations, - - - -	391 00

Whole amount appropriated, - - - - \$2,293 77

Again the Committee would refer to the want of interest manifested in nearly every District, and regret exceedingly the lack of order and discipline prevalent in many of our schools, and with which much of the good effect of a school is lost.

The Committee would respectfully urge the necessity of furnishing new school houses in Districts Nos. 5, 8 and 9. No. 8 has no school house, and consequently has no title to any part or portion of the fund. And those in Nos. 5 and 9 are utterly incapable of supplying the wants and purposes of those Districts.

All of which is respectfully submitted.

JAMES REYNOLDS, Secretary Town Committee.

Wickford, July 18th, 1865.

TOWN OF WESTERLY.

The School Committee of the town of Westerly, in accordance with the duties of their appointment, respectfully present the following Report to the freemen of said town:

At the annual election of town officers, held on Tuesday, June 7th, 1864, David Smith, Samuel H. Cross and Edwin G. Champlin were chosen School Committee for the ensuing year.

The Committee organized by appointing David Smith, Chairman, and Samuel H. Cross, Clerk.

Your Committee have met according to law, and at such other times as was necessary for the best interests of the schools.

During the year the schools of the town have been very successful, and we do not deem it expedient to enter into details in regard to each particular district.

Your Committee desire to call the special attention of the inhabitants of District No. 1, to the great need of furnishing better facilities for educating the children of the District than they now enjoy. In 1857 the average daily attendance was 240, now, with nearly if not quite 450 children of the proper age to attend school, the District has not sufficient school-room to seat comfortably 150 scholars. This District can and should furnish as good facilities for procuring a good education as any in the State. Wherever the youth of our village congregate, there, from sad evidences, we can readily see the necessity of furnishing far better opportunities for their education than they now enjoy. In proportion as the care and education of the youth is neglected, in such proportion is it necessary to make more stringent laws to prevent crime, for ignorance and crime go hand in hand. As we value the best interests of our children, we should feel it our privilege, as it is our real duty, to furnish with a free hand whatever is necessary to educate them properly. When we consider how closely the future welfare of our children is connected with early impressions, we cannot be too anxious that everything possible should be done to exert the most favorable influence over them.

In Districts Nos. 2, 7 and 9, the best interests of the scholars demand either that the school houses be enlarged or the Districts divided. In Nos. 2 and 9 the benches, intended for two, have three, and sometimes four scholars crowded upon them, creating confusion and disorder whenever a class is called, and injuring to a very great extent the progress of the school. In District No. 7 the scholars cannot possibly be seated in the present school house.

We think this is not the time to be parsimonious; true, the war for National existence through which we have so recently and so honorably passed, has bequeathed to us and to our posterity, the burden of an immense debt, yet we should not attempt to economize at our children's expense, for by so doing we aid in diminishing the quantity, and doubtless the quality, of the intellectual food of the children, into whose hands, at no very far off day, the destinies of this nation are to be committed.

TEACHERS.—The teachers who have had the care of our schools during the past year, have generally been zealous and successful in the discharge of their duties. We must not expect our schools to attain to that degree of excellence desirable until teachers are paid in proportion to the work we require of them. Teachers who seem to have such a love for teaching that they are willing to teach for nothing, are good for nothing, their schools compare favorably with the price; and that class of teachers whose health will not admit of their doing anything but teach, and hardly that, are not fit to be in the school-room, it is no place for an hypochondriac. Teachers, to have active, cheerful and correct scholars, should be healthy, cheerful, active and correct themselves. They should insist on being well paid,

and in discharging their duties they should be determined to render an equivalent and more, for value received, so that whatever contributes to their pecuniary advantage, may also contribute to the moral and intellectual advantage of their pupils. Teachers who are not capable of either teaching or governing successfully, and who have little or no interest as to the results of their labors in the school-room, should not be retained an half hour; they are but little if any better than no teacher.

AVERAGE.—The average attendance in our schools during the year, except in District No. 1, has not been so large as heretofore, owing in part to the scarcity of labor, but far more to the very serious evils of irregular attendance and tardiness. Parents do not, and children cannot until too late, realize the evils resulting from this, the greatest hindrance to the perfecting of schools. While many of the parents have shown their continued interest in their schools by frequent visits to the school-rooms, others have failed entirely to take any interest in them except to find fault with the teacher, when, had they searched for the source of the evil complained of in the teacher, it would have been in most instances, found at the home of the fault-finder. A school may be favored with every other influence that tends to elevate it to the highest degree of excellence, yet if the parents of the district fail to discharge their duty in having their children regular and punctual in their attendance at school, they are sure to strike a deadly blow to its success.

TRUSTEES.—Trustees should not engage a teacher who is without a certificate of approval from the Committee, and any school officer who pays any of the public money to a teacher who has not a certificate, however short the time the teacher may have taught, violates the law and is liable to a heavy fine.

They are also required and should notify the Committee of the time of opening and closing of school, and we would call their special attention to their duties as set forth in the Revised Statutes of Rhode Island, Title XVIII. "Of Public Instruction."

In conclusion we would beg leave to suggest to our fellow-citizens that the present is *the* time to increase the usefulness and to raise the standard of our Public Schools; now that the war is over we shall be compelled to contend with those evils which ever follow in its footsteps, and we cannot be too vigilant in the discharge of our duties to our children and to our country, making stronger and more durable the bulwarks of liberty and good order.

All of which is respectfully submitted by the Committee.

SAMUEL H. CROSS, Clerk.

Westerly, May, 1865.

TOWN OF CHARLESTOWN.

Agreeable to the requirements of the law the Committee of this town would respectfully submit the following School Report :

We are not disposed to find fault and are sorry to acknowledge that many grievous faults exist in regard to the welfare of our Public Schools. The want of some plan for concentrating the efforts and exertions of those who would be disposed to take an active part in promoting the cause of education, has long been felt. It was respectfully suggested by Hon. Elisha R. Potter that this result might be obtained by establishing a Board of Education, to consist of the principal State officers, and other zealous friends of our public school system, to be appointed by the Governor. Such a Board would be capable of exerting a great influence. If they served without compensation, no one would desire the office except from motives for the public good. It is believed there are many individuals who would be glad to devote a portion of their time to the public service in this way, and with no other reward than the consciousness of doing all in their power to promote a good cause.

The uniformity of text-books is a subject that claims the serious attention of all who have a direct interest in our schools. A scholar who attends school without proper books is a fractured wheel in the machinery which would otherwise be perfect. He not only receives a smaller share of his teacher's time in explanation, but loses the benefit of other scholars' explanation in recitations, and seriously effects the progress of the whole school ; but we hope measures will be taken to remedy this fault, as well as to secure the services of first-class teachers. We have been very fortunate the past year in obtaining good teachers.

DISTRICT No. 1, (*Cross Mill.*) — The Summer Term was taught by Miss Mary E. Church, who had taught two terms previous in the same District. Miss Church is a teacher of much experience and excellent qualifications, and gives general satisfaction wherever she teaches. The Winter Term was taught by George H. Hoxsie.

DISTRICT No. 2, (*Quonocontaug.*) — Miss Anna B. Hoxsie taught the Summer Term of this school very successfully, and the scholars made fine progress. The Winter Term was taught by Mr. Geo. A. Pendleton, who labored with much energy, and would have been very successful had he not been disturbed by a few very unruly boys. The condition of the school house reflects much credit upon the inhabitants of this District, and shows to the scholars that their parents are deeply interested in the cause of education.

DISTRICT No. 3, (*Cookstown.*) — The Summer Term was taught by Miss Susan H. Burdick. This was Miss Burdick's first attempt at

teaching, and we are happy to learn that she gave excellent satisfaction and taught a good school. Miss Mary E. Whipple taught the Winter Term. We think if the Trustees and other inhabitants of this District would take more interest in the affairs of this school, it would be better for the scholars of the District. We would suggest the idea that a rate-bill, of reasonable dimensions, in connection with the public money appropriated to that District, would be the means of securing them teachers of more experience.

DISTRICT No. 4, (*Shumunknuc.*)—Miss Phebe A. Stillman taught the Summer and Winter Terms of this school. She appeared to labor hard for the benefit of the scholars, but was not as successful as she would have been had good order been maintained.

DISTRICT No. 5.—The Fall and Winter Terms were taught by Miss Emily A. Wilcox, a graduate of the Normal School. Miss Wilcox is an excellent teacher, and the scholars made rapid progress during both terms. Much credit is due Mr. Wm. H. Perry, the Trustee, for his faithful labors in sustaining a good school in this District.

DISTRICT No. 6, (*Washington.*)—There was no Summer School taught in this District. The Winter Term was taught by Miss Mary A. Cross, who labored very faithfully and taught a good school. Miss Cross experienced considerable trouble from a son of the Trustee, whom, we believe, was upheld in his unbecoming conduct by his father.

DISTRICT No. 7, (*Watchaug.*)—The Summer Term of this School was taught by Miss Mary L. Hoxsie. The Winter Term was taught by Mr. Charles Maine, who maintained excellent order, and taught a good school, considering his situation. The condition of the school house is miserable. The inhabitants of the District are divided, one-half against the other, and the school house will soon be in the same condition unless repairs are made.

All of which is respectfully submitted by

GEORGE H. HOXSIE, Clerk of School Committee.

Charlestown, R. I., March, 1865.

TOWN OF EXETER.—No report received.

KENT COUNTY.

TOWN OF WARWICK.—1865.

To the Freemen of the Town of Warwick:

The School Committee beg leave to make the following Report, for the year ending May 1st, 1865:

The money received for the support of the Public Schools of the town, for the past year, was derived from the following sources:

From the State, old appropriation.....	\$1,779 56
From the State, new	562 50
From the Town appropriation..	2,000 00
From Registry Taxes.....	392 00
	<hr/> \$4,734 06
Add balances in the town treasury, due the Districts, May 1st, 1864,	216 21
Add balance of contingent account.....	5 36
	<hr/> Total amount of money for the year. \$4,955 63

For the support of the Public Schools of the town, the following sums have been paid:—

Amount paid to the several districts for school purposes.....	\$4,575 07
Amount paid to the Superintendent for visiting schools and examining teachers... ..	150 00
Amount paid for printing and framing Rules and Regulations for the government of the public schools in the town.....	18 50
Amount paid to the Clerk for his services....	15 00
Amount paid for printing Report of School Committee.....	20 00
Balance now in the treasury due the several Districts.....	175 20
“ “ “ “ “ contingent account.....	1 86
	<hr/> \$4,955 63

EXTRACT FROM SCHOOL REPORTS.

STATEMENT OF SCHOOL DISTRICT RETURNS FOR THE YEAR ENDING MAY 1ST, 1885.

NAMES OF DISTRICTS.	No. District.	No. Boys.	No. Girls.	Total No. Registered.	Average Attendance.	Time kept in months.	Amount ex-pended. Summer Term.	Amount ex-pended. Winter Term.	Total amount ex-pended.	Balance due District.
Pawtuxet.....	1	27	39	66	49	5½	\$142 64	\$107 25	\$249 87	\$5 84
Spring Green.....	2	33	16	49	25	8½	60 00	164 40	224 40	.....
Plains.....	3	25	21	46	27	6½	38 50	170 50	209 00	1 24
Old Warwick.....	4	84	89	73	50	9½	114 37	189 00	303 37	4 07
Apponaug.....	5	80	36	66	41	7½	177 30	91 66	268 96	3 66
Natic.....	6	125	104	229	126	10	216 00	301 34	517 34	.....
Phenix.....	7	112	115	227	147	9½	244 00	175 06	419 06	.....
Centre ville.....	8	73	69	142	100	10	152 62	227 52	380 14	.....
Southern.....	9	22	21	43	30	8½	77 00	143 00	220 00	59 42
Coweset.....	10	14	9	23	14	7½	83 80	107 75	191 55	58 30
Potowomut.....	11	16	19	35	26	8	101 45	92 00	193 45	42 35
Crompton.....	12	138	135	273	173	9½	210 00	186 83	396 83	.....
Pontiac.....	13	22	13	35	26	9½	126 00	116 32	242 32	.....
River Point.....	14	149	172	321	184	10	210 00	333 28	543 28	.....
Central.....	15	17	13	30	20	9	88 00	127 50	215 50	32
Contingent Account.....	.....	837	821	1,658	1,038	128½	\$2,041 66	\$2,533 41	\$4,575 07	1 86
									\$4,778 57	\$177 06

Statement Showing the Names and Residences of Teachers, the Length of School-Term, and the Monthly Wages Paid, for the Year Ending, May 1st, 1865.

No. District.	TEACHERS' NAMES.	RESIDENCE.	SUMMER TERM.		WINTER TERM.	
			Mos.	Wages.	Mos.	Wages.
1	John P. Gregory....	Central Falls, R. I.	2½	\$40 00	2½	\$40 00
2	Alma Rhodes.....	Pawtuxet, R. I....	3	20 00	5½	28 00
3	M. Bamford.....	Dorchester, Mass...	2	18 00	.....	.....
	Lucius E. Elliot. . .	Thompson, Conn....	.....	.....	4½	32 00
4	Hawiet N. Wilcox...	Warwick Neck, R. I.	5	20 00	.....	.....
	George E. Church...	Woodstock, Conn...	.....	.....	4½	42 00
5	Henry A. Wood....	E. Greenwich, R. I.	2½	38 00	2½	.....
	Frederick Thayer...	Blackstone, Mass...	.....	.....	2½	35 00
6	George W. Spalding.	Natick, R. I.....	4	36 00	6	40 00
	S. M. Spalding.....	" " "	4	18 00	.....	.....
	Sarah R. Grant.....	Providence, R. I....	.....	.....	6	24 00
7	John R. Kent.....	Phenix, R. I.....	4	40 00	3	40 00
	A. M. Gilbert.....	" " "	4	21 00	5½	21 00
	Maria Pratt.....	Clyde Works, R. I.	.....	.....	2½	22 00
	Emilio Cushing....	Providence, R. I....	.....	.....	2½	27 00
8	Charles P. Berry....	Centreville, R. I....	2½	40 00	7½	40 00
	Mary C. Shaw....	" " "	2½	15 00	7½	15 50
9	Addie Burlingame..	E. Greenwich, R. I.	3½	22 00	.....	.....
	Emily A. Sharpe....	Warwick, R. I.	.....	.....	5	25 00
10	Abby E. Remington.	" " "	4	20 00	3½	25 00
11	Lucy A. Bowen. . .	" " "	4	20 00	4	23 00
12	D. R. Adams.....	Centreville, R. I....	3½	40 00	6½	40 00
	Mary E. Adams....	River Point, R. I....	3½	20 00	6½	20 00
13	Sarah J. Spencer...	Warwick, R. I.....	4	24 00	5½	24 00
14	H. L. Spencer.....	River Point, R. I....	3	40 00	7	40 00
	Susan B. Westcott...	" " "	3	16 00	7	16 00
	M. E. Searle.....	" " "	3	14 00	1	14 00
	Ednah F. Bean....	North Scituate, R. I.	.....	.....	6	14 00
15	C. E. Work.....	Providence, R. I....	2½	22 00	.....	.....
	A. D. Hawkes.....	" " "	1½	22 00	5	23 00

From the preceding tables we find that the whole number of scholars registered was 1658, the average number attending 1038—about 63-100 of the number registered. The number of months kept during the year 8 6-10, and the whole cost \$4,778 57, or \$4 60 per scholar. Compared with last year, there has been a decrease in the number registered, the average number, and the per cent. of average, while the cost per scholar has been increased. The Committee believe this decrease is owing to the fact that the children have been more generally employed than ever before, because of the straightened circum-

stances of their parents. In one district at the commencement of a term, the manufactories were not running, but at the expiration of three weeks the wheels began to turn, and from thirty to forty scholars left the school-room for the spinning-room, carding-room, &c. In one or two districts, dissatisfaction with the teachers may have had an influence, but without doubt the principal cause is attributable to the common curse of our country for the last four years, viz.: the Great Rebellion. Thank God, that in His own way He has brought us through the bloody ordeal, and that now the cloud displays its "silver lining," and the promise of a speedy peace seems to be well grounded.

The sorrows of this war should serve to impress the fact upon every American heart, that republican institutions can only be sustained by an intelligent people. Than this, there is no axiom of political economy more self-evident.

Ignorance has been the fountain from which all the bitter experiences of this war have been drawn. Ignorance has been the mainspring by which the infernal traitorous machine ycleped Secession, has been kept running for the last four years. Ignorance in its blind fury, directed by the foul fiends of Slavery and Ambition, has buried upon the bloody hillsides, and in the pestilential swamps of the South, thousands after thousands of our young men; has maimed and crippled for life many thousands more; has carried sorrow and desolation into almost every American household; and when, at last, the overwhelming power of the loyal people was about to crush out the expiring hopes of the traitorous hordes, it struck its poisonous fangs into the very heart of the nation; and while his generous nature was prompting him to give the most liberal terms to our foes, Abraham Lincoln, the *people's President*, fell, struck to death by the last desperate blow of Ignorance.

For the safety and perpetuity of our nation and its institutions, it becomes us all, as individuals, towns, and States, to do all that can be done to increase the educational advantages of the people. Let that class of men, who, for fear of a few cents additional tax on their property, vote against all propositions to increase the yearly appropriations for the support of the public schools in the town, and who say that "readin, ritin and ritmetic," are all the branches essential to a practical education, be held in merited contempt; and in the name of the last great martyr to liberty and equality, who manifested his own appreciation of intellectual acquirements, by his untiring and assiduous efforts to obtain an education despite all adverse influences; we say, in his name emulate the example of those who give liberally for the support of our public schools. Some schools during the past year, must have been almost a failure, for want of teachers enough to do justice, for any considerable time, but for the generous donations of such men.

We would call the attention of parents to the fact that a want of regularity in the attendance of their children, is a source of great

annoyance to teachers, and subjects the districts and the town to a considerable pecuniary loss.

Scholars by being absent, lose the benefits of the various recitations during the day, and subject the teacher, upon their reappearance, to a hearing of the old lesson, thus taking the time of the whole school, and at the close of the term, the register shows a loss of average, which subjects both district and town to a loss of public money.

Parents, who permit their children to absent themselves from school, for the most light and frivolous reasons, would do well to remember that for every additional scholar averaged, the district will draw from one and a half to two dollars of public money.

The Committee would suggest to the trustees of the several districts that they use all, or as nearly all as convenient, of the money apportioned to them, as it is intended, that scholars attending school during the year shall have all the benefits of the appropriations for the year. At the regular meeting of the Committee, October 10th, 1864, it was voted: "that the teachers of the several districts of the town shall be permitted to visit other schools, two half days during each term, without loss of time."

It is hoped that all teachers will avail themselves of this opportunity, as teachers and scholars often reap great advantages from such visitations. Probably no professional body can make associations for interchange of opinions and ideas of more profit, than teachers; and we should be glad to see the revival of the teachers' town meetings for discussion and class exercises, and we would suggest such a revival, and also that teachers attend meetings of the Rhode Island Institute of Instruction as often as convenient.

This, with the accompanying report of the Superintendent, is respectfully submitted.

C. F. ANDREWS, Clerk.

REPORT OF THE SUPERINTENDENT, 1865.

GENTLEMEN :—It is a matter of congratulation, that, notwithstanding the continuation of our national trials, our schools have been conducted with unabated interest during the year. The state and the town appropriations have been liberal as heretofore. The trustees of the several districts have, in general, been successful in obtaining competent and faithful teachers, and parents and friends have manifested a becoming interest in the cause of education.

We cannot say that our schools enjoy the exalted position we would have them take among the common schools of New England, yet we believe, a fair comparison would reveal the gratifying fact that they do not stand below the average. Perfection in any art is of difficult attainment. That of school management is not an exception. The artisan in order to materialize his perfect ideal, must not only be a

proficient in his art, but he must possess suitable implements to work with, and proper material upon which to exert his powers. And a school to approximate an attainable perfection is the joint product of a competent and faithful teacher, obedient and diligent pupils, judicious parents, and a moral and intelligent community. In proportion as these conditions are met, will the schools in any community rise in the scale of moral and intellectual excellence. We trust there is a gradual advancement in this direction. Teachers are becoming better qualified for their positions, text-books are improving, money is more freely expended for school purposes, and education, the hand-maid of religion, is more freely acknowledged as one of the principal bulwarks of individual and national prosperity and happiness.

Compare our schools with those of which Shenstone wrote :

In every village marked with little spire,
Embalmed with trees and hardly known to fame,
There dwells in lonely shed and mean attire
A matron old whom we schoolmistress name,
Who boasts unruly brats, with birch to tame,
For not a wind might curl the lips that blew
But their limbs shuddered and their pulse beat low ;
And as they looked they found their horror grew,
And shaped it into rods and tingled at the view.

A favorable change is evident. The "matrons old" have long been superseded by maidens young, amiable, and accomplished, whose quiet discipline is not less effective because attained with less of the "birch" persuasion. The "lonely shed" is gradually—too gradually, we admit—giving way to the spacious, convenient and attractive school-house. The improvement in these respects is equaled by that, in many others of equal importance.

There have been twenty schools, and thirty-two different teachers employed the past year.

DISTRICT No. 1, (*Pawtuxet*).—John P. Gregory, teacher.

The school suffered from having no summer term, but soon revived under the energetic management of Mr. Gregory. Firm, yet kind, in his discipline, he successfully guided the school to its termination. The recitations were prompt, and the general deportment and improvement good.

DISTRICT No. 2, (*Spring Green*).—Miss Alma Rhodes, teacher.

This is a quiet little school, lacking perhaps in enthusiasm, but pursuing its way through the year with a moderate, but steady improvement. Both parents and pupils are happily united in their respect and love for the teacher. The district has sustained a severe loss in the death of Ex-Governor Francis, whose fatherly interest and generosity toward the school was evinced for many years.

DISTRICT No. 8, (*Plains.*)—Miss M. Bamford, Lucius E. Elliott, teachers.

The summer term taught by Miss Bamford gave, so far as we could learn, very good satisfaction. We were not informed of the time of closing and hence lost the pleasure of noting the degree of improvement made during the term.

The winter term we think was a profitable one to the school. Mr. Elliott was industrious and devoted to his work.

DISTRICT No. 4, (*Old Warwick.*)—Miss Harriette N. Wilcox, George E. Church, teachers.

Mr. Matteson, who for several years had charge of this school, left at the close of the previous year, to engage in a more lucrative employment. But good fortune smiled upon the little flock and sent them a leader in the person of Miss Wilcox, a lady worthy of their confidence and esteem. A warm, genial influence pervaded the school-room. Discipline was excellent, without any apparent restraint. With a good Normal education and a love for her work, the teacher entered upon her duties with a devotion that was crowned with success. A grammar school in another district was offered her at the close of the term, but she chose to resume her studies preparatory to increased usefulness.

The trustees were again successful in securing, for the winter term, a teacher of good abilities and marked faithfulness. Mr. Church evidently aimed not so much to crowd the minds of his pupils with a mass of crude, undigested knowledge, as to develop the powers of the mind and prepare it for accurate thought and patient investigation. The district has revealed its appreciation of his services in engaging him for the ensuing year. "The School-house Spray," a little paper containing original compositions by the pupils, and read statedly before the school, was continued through the year and deserves special commendation.

DISTRICT No. 5, (*Apponaug.*)—Henry A. Wood, Frederick Thayer, teachers.

The general deportment of this school corresponds with the published reports of previous years. It is a bright, active school, with a tinge of the roguish element that requires attention. Mr. Wood taught the summer term, and succeeded well. His discipline was gentle, but firm, and as a natural consequence, good order and fair improvement was manifest.

The winter term was not as successful and closed abruptly at the conclusion of the tenth week. Mr. Thayer in a literary point of view was well qualified for his position and in a school less difficult of management would doubtless have succeeded. It was his first effort at teaching, and the obstacles he met with discouraged him. A little more of home influence *of the right kind*, in the district, perhaps would have turned the scale in his favor.

DISTRICT No. 6, (*Natick*.)—George W. Spalding, Mrs. S. M. Spalding, Miss S. R. Grant, teachers.

"The troubles with which this district was disturbed for years have *measurably* abated." Mr. Spalding closed his labors at the end of the school year.

Mrs. Spalding taught the primary department the first part of the year. Kind and unassuming in her manners, she sought the improvement of her little flock, until failing health admonished her to relinquish it. She was succeeded by Miss Grant, a prompt and judicious teacher, under whose guidance the school made rapid progress.

DISTRICT No. 7, (*Phenix*.)—John R. Kent, Misses Augusta Gilbert, Emlie Cushing, Emma E. Willard, Maria Pratt, teachers.

The unusual number of teachers connected with this school, the past year, indicates a somewhat unsettled condition in its affairs. Mr. Kent, who had earned the reputation of being a successful teacher by about nine consecutive years of service in the grammar department of this school, retired at the close of the summer term. His recitations were enlivened by a flow of spontaneous, yet dignified humor, peculiar to himself, which was made to repress vanity, sharpen dullness, encourage diligence and stimulate to effort. We were sorry that the school should lose his valuable services.

Miss Gilbert, of the Primary, continued through the year, and then closed her term of service. Her school, especially the summer term, was large, yet orderly and well conducted generally. Her efforts were untiring for the improvement of her pupils, and met with decided success.

Miss Cushing took charge of the Grammar Department for the Winter Term. An Intermediate School was formed from portions of the Grammar and the Primary Schools, with Miss Willard for teacher, who was compelled to resign at the close of the first week on account of illness. She was followed by Miss Pratt, who, for several years, had taught successfully a private school in the village. Some insubordination was manifested at first in both schools, but the difficulty was overcome, and they enjoyed a moderate degree of prosperity until the prevalence of Scarlet Fever made it necessary to suspend the school several weeks sooner than usual.

DISTRICT No. 8, (*Centreville*.)—Charles P. Berry, Miss Mary C. Shaw, Mrs. A. M. Lapham, teachers.

A good school, well taught and well governed. The classes appeared well generally. We noticed numbers of a little paper called "The Star" containing original compositions similar to that in District No. 4.

The Primary, conducted with good success by Miss Shaw, was interrupted several times by the illness of the teacher, which would have been injurious to the school, but for the acceptable services of Mrs. Lapham, a former teacher.

We learn that one of the trustees, who is also chairman of the Committee, generously contributed sixty-five dollars towards meeting the expenses of this school the past year.

DISTRICT No. 9, (*Southern*.)—Miss A. K. Burlingame, Miss Emily A. Sharpe, teachers.

Want of repairs in the school-room interfered with the prosperity of this school the past year. The seats and desks are admirably arranged for deforming the bodies of the pupils. There was too much ventilation for a winter school, and too little fuel supplied to keep the room at a reasonable temperature. The house was consequently cheerless and uncomfortable, and must have exerted a depressing influence upon both teachers and pupils. We commend the teachers for their patience and perseverance in their endeavors to promote the welfare of the school under such circumstances.

DISTRICT No. 10, (*Coweset*.)—Miss Abby E. Remington, teacher.

A quiet, pretty school, taught by a well-informed and experienced teacher. Order and decorum perfect. The recitations were prompt and thorough, revealing both the fidelity of the teacher and the industry of the pupils. A class in geography attracted particular attention. The school closed sooner than usual on account of Miss Remington's illness.

DISTRICT No. 11, (*Potowomut*.)—Miss L. A. Bowen, teacher.

Here we have a little flock in the wilderness. We wondered where the children came from, and though we have not yet fully solved the problem, we are assured, from their general appearance in the school-room, that they have good homes somewhere. They steadily advanced in the right line during the year.

DISTRICT No. 12, (*Crompton*.)—Dwight R. Adams, Miss Mary E. Adams, teachers.

The frequent change of teachers for several years past, with other causes, had affected unfavorably the habits of study and self-discipline and lowered the general standing of this school. But a change is now very apparent. Mr. Adams soon brought order out of chaos in the Grammar Department, and it now stands in the front rank of the town schools. It seemed "dress parade" whenever we called. The improvement for the year exceeds that of any other school in town.

The Primary, taught by Miss Adams, was too large to be profitable to the scholars, or pleasant to the teacher. A hundred and fifty eyes, bright and roguish, were sometimes more than a match for the single pair set over them. Miss Adams gave, we believe, very good satisfaction.

Mr. James Saunders and Mr. Slater, contributed each a sum of money toward meeting the expense of the school the past year.

DISTRICT No. 13, (*Pontiac.*)—Miss Sarah J. Spencer, teacher.

The school was not so large as that of the previous year, but what it lacked in numbers, it made up in other ways. The order was good, recitations prompt, and the general character of the school satisfactory. Miss Spencer is well-known in several districts of the town as an earnest competent teacher.

DISTRICT No. 14, (*River Point.*)—Harvey Spencer, Misses Susan B. Wescott, Mary E. Searle, Ednah F. Bean, teachers.

The Grammar Department, taught by Mr. Spencer, was well-conducted, and made commendable progress. It is a bright, intelligent, school; and needs only patient industry to arrive at distinction.

Miss Wescott, who for several years has conducted the Primary, was assisted the first part of the year by Miss Searle. The school prospered under their joint supervision. But Miss S. accepted a more congenial position, and gave way to Miss Bean, a worthy successor, for the remainder of the year.

How so many bright eyes can be kept bright in so contracted a room,—how so many little bodies were made to preserve respectable order, and so many little minds, can properly expand under so unfavorable circumstances, are questions respectfully referred to the friends of this school. The teachers deserve all praise for the kind and efficient manner in which they have labored during the past year. Better accommodations are very much needed for these schools; and the wishful eyes of teachers, pupils and others, are turned to the Green Manufacturing Company, who generously contributed all the fuel the past year, with \$150 in money.

DISTRICT No. 15, (*Central.*)—Miss Carrie E. Work, Miss Abba D. Hawkes, teachers.

The school has been blest with good teachers for several years past, and never perhaps more so than during the past year. Both came from the best schools of Providence, the latter being a graduate of the High School. Miss Work left before the summer term ended, to accept an appointment in one of the city Public Schools. The method of discipline and of instruction continued so nearly the same, however, that no interruption was occasioned by the change. The closing examination revealed thoroughness of instruction on the part of the teacher, and studious application on the part of the pupils. We suggest that such a school deserves a much better school house.

The following remarks on the different studies pursued the past year, with the comparative success in each, in the different schools, are submitted through the Committee to teachers and friends in the several districts.

THE BIBLE.—Portions of the sacred Scriptures have been read, generally, in the schools, as the opening exercise; and the Lord's

Prayer, in several, repeated in unison by the teacher and scholars. While the Bible is recommended by the Committee, in its list of books for use in the schools, all sectional prejudice should be set aside, and its divine precepts and examples set before the pupils, as worthy of their reception and imitation, and a just reverence inspired for the sacred volume.

READING.—Fair attention has been given to reading in most of the schools during the year. In some, however, the case has been different. A careless, slovenly method is indulged in by the teacher, and in such cases, there is poor prospect for the pupils. A clear enunciation, accurate pronunciation, correct inflection and general ease in expressing the ideas of an author, are acquired by few, even with the aid of the best instructors. Districts Nos. 1, 4, 7, 8, 12 and 14 we think may claim the best readers.

SPELLING.—Several methods have been employed. In some schools the pupils are required to write the words upon the slate. In others the oral method is used. A mingling of the two has sometimes succeeded. In District No. 8 the advanced class seemed more than commonly interested in the exercise. In No. 15 the smaller classes have been required to print their words upon the slate before reciting. This has employed their time, and served to impress upon their minds the general form of the word. The Primary schools have been laying a good foundation in this study.

WRITING.—The principal error noticed, was the inclination to write too much in a given time, as though the quantity would atone for the quality. District No. 8 leads off with the best penman, followed by Nos. 4, 12, 14 and 7.

GEOGRAPHY.—This study has not been so generally pursued the past year as its importance demands. Very good classes, though, in some schools, small ones, are found in all the districts. In Nos. 2, 10, 6, 9, 17, 3 and 13, where the study is pursued by pupils ranging from eleven to fourteen years of age, we observed very good classes.

MATHEMATICS.—The more advanced pupils in Arithmetic were found in the following districts: Nos. 4, 14, 8, 12, 15 and 5. In Algebra: Nos. 12, 8, and 15.

GRAMMAR.—There is a strong prejudice in the minds of many pupils against this study, which teachers find it difficult to overcome. We think a majority of every Grammar school should pursue it, and if every scholar could be induced to, it would be well. In the ungraded schools, of course, a much smaller proportion will be found engaged in it. As the study is now regarded, the "King's English" is destined to suffer harm by the tongues of the rising generation. In composition, No. 4 outstrips its competitors, of whom there are but

few, as those of Nos. 8, 6, 15, and perhaps one or two others. No. 1 attempted it, but only partially succeeded.

HISTORY.—The only advanced classes were found in districts Nos. 14, 12 and 8. In several others, the smaller editions were studied with encouraging results.

SINGING.—We regard it as a desirable qualification in a teacher, to be able to lead the school in "service of song." Martin Luther said no other should be employed. It breaks up the monotony of school hours and exercises a soothing and elevating influence upon the pupils. All the Primary teachers were singers, and some of them superior ones. It always gave us pleasure to listen to the sweet voices of those little ones led by their respective teachers. Districts 12, 15, 8, 2 and 11 were particularly noticed for excellence. In No. 3 we noticed a melodeon during the winter term.

VISITORS.—The registers do not reveal that number of visits from trustees and parents which we would be glad to notice. Chapter 65, § 2, of School Laws, makes it the duty of trustees to "visit the schools at least twice during each term;" but in several districts not a single one has been made. Should parents call upon the schools more frequently, they would not only encourage their children in their studies, but would appreciate better the peculiar trials of the teachers, and be better qualified to coöperate with them in advancing the interests of the schools.

SCHOOL-HOUSES.—The subject of school architecture, now receiving generous attention in many of the thriving towns of New England, is commended to the attention of the Committee and our fellow-townsmen generally. There is special reason to call the attention of several districts to this subject where the buildings used for school purposes, decaying relics of antiquity, reflect unfavorably upon the inhabitants. But few, if any of the prosperous and intelligent residents of these districts would allow such buildings to stand upon their premises, contiguous to their own neat and comfortable dwellings, and they are permitted to stand where they do, only because parents and friends do not see their deformity.

We hope several of them will be soon removed and others erected in pleasant positions, which in size, convenience and general attractiveness, will reveal the taste, intelligence and generosity of the communities. Who will be the first to move in this matter?

In conclusion, it is a pleasure to state that during the year, while our country was engaged in maintaining the principles of a free government, at the expense of blood and treasure, while a formidable rebellion, now apparently near its termination, was seeking to subvert the liberties of the land, and the people in many parts of the north

were divided in sentiment upon the great questions at issue, the school officers of the town have been uniformly loyal and patriotic. No member of the Committee, trustee or teacher, so far as we know, has been otherwise. And the national songs and mottoes and badges of the pupils have indicated that the same sentiment has generally prevailed with them. So may it continue. Let the youth of our land be educated to a just sense of their obligations to God, and to man, and the principles of good government will be established on a permanent basis, virtue and religion will be respected and guarded, and we shall dwell together in peace and safety and happiness.

All of which is respectfully submitted.

O. P. FULLER, Superintendent.

SCHOOL BOOKS.—Sargent's Speller; Sargent's Series of Readers; Greenleaf's Series of Arithmetic; Warren's Geography; Greene's Grammar; Goodrich's, and Berard's History of the United States; Cutter's Physiology; Natural Philosophy; Algebra; Webster's Dictionary; Bible or Testament.

SCHOOL COMMITTEE.—District No. 1, William Carder; No. 2, John B. Francis, Jr.; No. 3, Joseph B. Baker; No. 4, Nathan W. Lockwood; No. 5, Philip Arnold; No. 6, Henry Burlingame; No. 7, George O. Gilbert; No. 8, Benedict Lapham; No. 9, Albert D. Greene; No. 10, William L. Holden; No. 11, Joseph Spencer; No. 12, Peleg Brown; No. 13, William A. Corey; No. 14, Charles F. Andrews; No. 15, Thomas J. Spencer.

Benedict Lapham, Chairman; Charles F. Andrews, Clerk; Rev. O. P. Fuller, Superintendent.

TOWN OF EAST GREENWICH.

The School Committee respectfully present to the freemen of the town of East Greenwich, the following Report for the year ending June 1st, 1865:

The whole amount of money appropriated for the support of Public Schools in this town, has been as follows:

From the State, old appropriation.....	\$510 20
" " new ".....	187 50
" Town.....	400 00
Registry Taxes.....	109 00
Income from Maxwell Fund.....	127 00
	<hr/>
	\$1,333 70

Divided among the several Districts according to the law of the State and vote of the town:—

District No. 1, received.....	\$652 12
" " 2, "	141 02
" " 3, "	193 52
" " 4, "	179 52
" " 5, "	165 52

From the balance remaining in the treasury last year, Summer Schools were kept in Districts 2, 3, 4 and 5, the usual length. The required term of four months has been kept in all the Districts the last winter.

In District No. 1, the expense of maintaining the Winter School four months, has been.....	\$504 40
In District No. 2.....	135 16
" " 3.....	121 91
" " 4.....	122 00
" " 5.....	85 45

Whole expense of Winter Term.....	\$968 92
Two months Spring Term in District No. 1.....	147 62
	<hr/> \$1,116 54

Leaving a balance in the treasury of \$227 16 for maintaining Summer Schools in the country Districts.

Whole number of scholars registered was 355. The average daily attendance was 231. The amount of money appropriated gives to each scholar registered \$3 89, and to each scholar according to average daily attendance, \$5 72.

One of the first acts of the Committee after organizing, was to fill the vacancy occasioned by the absence from the town, in the country's service, of Wm. E. Peck, Esq., by the appointment of Rev. J. T. Edwards.

Meetings of the Committee have been held according to the requirements of the law, and at such other times as was necessary.

The Rules and Regulations for governing the schools adopted by the Committee in 1857, have been altered and amended in the following particulars: A uniform time for opening the Winter Term was fixed, on the third Monday in November, the term to continue four months.

The Summer Schools to open on the first Monday in June, and to continue until the balance of the year's appropriation is expended.

District No. 1 being permitted to prolong their Winter School into the spring, until the whole of their money was expended. It was also voted that the time for examining teachers for the Winter Schools, be the first week in November, and that they present themselves to the Clerk of the Committee.

The following list of books was adopted for use in the Public Schools:

Sanders' Speller; Sargent's Readers, 2d series; Haskins' Selections from the Bible; Greenleaf's Arithmetic; Cornell's Geography; Greene's Grammar; Webster's Academic Dictionary.

Arrangements were made with publishers, where new books were introduced, to get them at the lowest rates, and with the new Readers to exchange the old for the new, at a small advance.

The purchase of books is the only expense to which the parent or guardian is subjected in educating his children in the Public Schools, and it has been urgently requested by the Committee that the books recommended should be used, that they may be uniform in all the Districts. This request has not been so graciously received in some of the Districts as was desirable. It seems very unreasonable that this trifling demand should be so persistently opposed—by some who are well able to meet it—and it is hoped that in the future the rules in this respect may be more promptly followed.

In District No. 1, the schools in all the departments have been as satisfactory as usual. Some outside complaint of severe discipline and unusual punishment in the Grammar Department, was manifested on one occasion, but nothing was brought to the notice of the Committee officially, and no interruption in the school. The length of the term was six months.

In No. 2, the school was not a success, and this might have been said of this District for many years past. An unfortunate neighborhood dissention—that prolific source of evil everywhere in the Public School—has been especially manifested here. A teacher who is acceptable to one party is sure to be disliked by the other. No man of ordinary ability, though warned of his danger, can avoid it. The benefit of a good public school, which the children of this District should enjoy for eight months in the year, has been almost entirely lost to them for many years past, from this cause alone, and the effect of this unfortunate condition of affairs is plainly perceptible in the character of the scholars. The remedy lies with the people entirely, and it is hoped that their interests may lead them to apply it.

In District No. 3, the character and number of scholars give it a claim to be called the best school in the town. One thing only is necessary to be done here, and that is to provide a new school house. The building is old, small, badly situated, and ill-adapted in every way. It is impossible that the teacher or scholar can do justice to himself in such an atmosphere as is soon produced in this crowded and badly ventilated room.

The subject has been mentioned in these reports from time to time, without any effect. We hope that this last appeal may be to some purpose.

In District No. 4, the school was interrupted early in the term, by the burning of the school house. A room in a dwelling house was hired, and the term kept out with fair success and very good average attendance. This temporary loss will probably prove to be a great

gain. A new school house of improved plan and on a much better location, has been built, and is now about ready for use, and thus far there has been no great trouble attending all the necessary proceedings.

In District No. 5, like District No. 4, had a female teacher, and the school was satisfactory to all parties. The school house and surroundings are in very good condition.

It will be seen by the above Report that the inhabitants of this town are generally provided with the means of giving their children a good preliminary education at the public expense. It remains for them to appreciate this responsibility, and to improve the advantages afforded them.

All of which is respectfully submitted.

JAMES H. ELDREDGE, Clerk.

TOWN OF WEST GREENWICH.

FOR THE YEAR ENDING MAY 1, 1886.

To the Inhabitants of the Town of West Greenwich:

By the laws of our State, it is made the duty of the School Committee to present to the town an annual report of the condition of the schools in said town. In performing this duty, your Committee are conscious that faithfulness and caution should be wisely blended. They would, by no means, be indifferent to the best interests of our schools, nor regardless of the feelings and reputation of teachers; and it is thought that all strictures upon their failings should be avoided when it can be done without detriment to the cause of education. But there are cases where silence might be regarded as approval, and thus result in a repetition of the evil.

ABSENTEEISM.—The greatest evil with which we have to contend in our schools is absenteeism. We cannot forbear of speaking of some of the evils which grow out of it, and the disadvantages which our scholars, teachers and parents have to endure on account of our children being absent from school. Parents should realize, that while they allow their children to stay from school for trivial causes, they are losing that which can never be regained,—a loss not only to themselves but to the community at large. Is there not a cause for all this? as the maxim, “a curse causeless doth not come,” is true. We will speak of some of the causes. Imprimis, people who know the least of our schools, and are most ignorant as to their management, are those who always find the most fault. If they would occasionally

SUMMARY OF SCHOOL RETURNS.

No. of District.					SUMMER TERM.	Salary per month.					WINTER TERM.	Salary per month.
	Boys.	Girls.	Whole Number.	Average.			Boys.	Girls.	Whole Number.	Average.		
1					.....		10	16	26	16	Wm. H. Tarbox	\$25 00
2					.....		18	16	34	22	C. H. Sherman,	80 85½
3	10	13	23	12	A. M. Tarbox,	\$14 00	20	11	31	23	Jason T. Gorton	24 00
4					.....		7	7	14	7	Jos'phine Potter	18 00
5					.....		7	9	16	9½	Abby A. Gorton	25 00
6	6	14	20	13	Nettie Campbell	7 00	19	12	31	9	John A. Bates,	18 00
7	13	8	21	15	Ann Stone,	11 00	19	8	27	17	Ann Stone,	17 00
8					.....		19	7	26	19	S. B. Matteson,	19 42½
9	1	18	19	14	Anna J. James,	9 09	11	15	26	17	Anna J. James,	20 00
10	4	12	16	8	M. E. Nichols,	10 00	10	15	25	10	M. E. Nichols,	16 00
11					.....		13	12	25	17	Wm. N. Sweet,	25 00
12					.....		16	9	25	13	Asa R. Jaques,	20 00

BRIEF REPORTS OF THE SEVERAL DISTRICTS.

The committee would state, by way of apology, that at their organization, they agreed, in visiting the schools, to divide the town into three parts, each member having the charge of four districts. Mr. Bates visited Nos. 8, 9, 10 and 11; Mr. Brown, Nos. 4, 5, 6 and 7, and Mr. Hopkins, Nos. 1, 2, 3 and 12. Their several reports are embodied in the following abstract:—

DISTRICT No. 1, (*Hopkins Hill*).—This school was taught, four months, by Mr. Tarbox, a gentleman of no experience in teaching; and therefore there was not very good order in the school. This being his first term, perhaps, accounts for it in a measure. If he continues to teach, we are in hopes he will have better order in his school for the future.

DISTRICT No. 2, (*New Harmony*).—This school was taught, four months, by Mr. Caleb H. Sherman, a gentleman of considerable experience, and we think the school was conducted on a very good plan for the advancement of education.

DISTRICT No. 3, (*Noose-Neck Hill*).—This school was continued seven months during the year. The summer term, of three months, was taught by Miss Agnes Tarbox, a lady of not much experience in teaching; however, we think she will improve if she continues to teach.

The winter term, of four months, was taught by Mr. Jason T. Gorton. This gentleman's mode and qualifications are too well known to the public in this vicinity for us to make any comments on them. However, we will say that his teaching, during the term, was perfectly satisfactory, both to pupils and employers.

DISTRICT No. 4, (*Allen Green.*)—This school was taught, in the winter, by Miss Josephine Potter, of Coventry. This was her first effort. Her school was small, as usual. She improved the time well, and the scholars made fine progress, and, with the good order, made a fine appearance. She succeeded well.

DISTRICT No. 5, (*Parker.*)—Miss Abbie A. Gorton taught this school in the winter. Miss Gorton is a teacher of great experience and attainments, and, with her accustomed industry and enterprise, good order and system, a school under her charge cannot fail of success.

DISTRICT No. 6, (*Escoheag.*)—The summer term, of three months, was taught by Miss Nettie Campbell, a teacher of fine accomplishments, who gave good satisfaction.

The winter term, of four months, was taught by Mr. John A. Bates. This was his first term. He passed an excellent examination, and entered upon his work with the full confidence of the board. The school began full, and continued for some time, until, by a division in the district, some parents took their children out of school, and others continued to send until the close. The school, consequently, was not as interesting at the close as at the beginning. It was no fault of the teacher, for he succeeded well in teaching, and is well calculated for the business.

DISTRICT No. 7, (*Hazard's.*)—This school was continued six months during the year,—Miss Ann Stone, teacher. Miss Stone is a teacher of some experience. She made a very good impression upon the minds of the visitors, and did well by the scholars.

DISTRICT No. 8, (*Red School House.*)—No school in the summer. The winter term of four months was taught by Miss S. B. Matteson. Miss Matteson is eminently qualified as a teacher, and always meets with good success, which is the best kind of recommendation. Those acquainted with her modes of teaching and discipline need not fear of success.

DISTRICT No. 9, (*Sharp Street.*)—This school was taught in the summer and winter by Miss Anna J. James, of Providence. This was Miss James's first attempt at teaching, and, though young, she exhibited an ability to govern and impart knowledge which we believe to be rarely excelled. Her school advanced finely, and she gave good satisfaction generally.

DISTRICT No. 10, (*Fry's.*)—This district sustained a school seven months during the year, Miss M. E. Nichols, teacher. Miss Nichols is a lady of some experience in teaching, yet the school did not make that advancement which was desirable. Had the scholars felt more interested in their studies, and the teacher been a little more energetic, we believe she would have accomplished more. She, however, gave good satisfaction to the employers.

DISTRICT No. 11, (*Matteson Corner.*)—There was no summer school in this district. The winter term, of four months, was conducted by Mr. William N. Sweet, of this town. Mr. Sweet is a gentleman of long experience in teaching, and we believe him to be second to none in the town. He is faithful to the duties of the school-room; his teaching thorough; therefore, good success attends his efforts.

DISTRICT No. 12, (*Button.*)—This school was taught four months by Mr. Asa R. Jaques, a gentleman of considerable experience in teaching; and so far as we could judge, when we visited his school, he was getting along satisfactorily.

Your Committee would gladly hope that the good people of West Greenwich will still vote to increase their appropriation for school purposes, in accordance with the recent enactment of our legislature, so that every district in the town may be enabled to sustain a school in summer as well as winter, and thus give every child the advantage of securing an education. We can recommend no better investment for the benefit of the rising generation.

Respectfully submitted,

P. T. BATES,	} Committee.
C. W. BROWN,	
E. W. HOPKINS,	

TOWN OF COVENTRY.

FOR THE YEAR ENDING JUNE 5, 1866.

In compliance with the acts relating to Public Schools, the Committee submit the following Annual Report:

At a meeting of the electors of this town, held June 6th, 1864, Samuel Arnold, Andrew Potter and Wm. A. Greene were elected Committee for the ensuing year. The Committee met June 29th, and organized by appointing Samuel Arnold, Chairman, and Andrew Potter, Clerk. Wm. A. Greene having refused to serve, L. E. Seaman was elected to fill the vacancy.

The Committee met July 11th, at the residence of Samuel Arnold. The resignation of Mr. Potter was received and accepted. L. E. Seamans was appointed Clerk to fill the vacancy occasioned by the resignation of Mr. Potter. Likewise a Sub-Committee, to examine certificates of teachers, and visit the schools of the town for the ensuing year.

Four regular and eight special meetings have been held during the year.

The amount of funds to be apportioned among the several Districts by the Committee was, \$2,206 53, received from the following sources :—

State appropriation of \$15,000.	\$675 00
“ “ “ \$35,000.	772 68
Town.	400 00
Registry Tax.	265 00
Apportionment of No. 9.	90 15
Unapportioned last year.	3 70

\$2,206 53

Of which \$812 69 were apportioned according to the average attendance, and \$1,393 84 were divided equally among the several Districts, leaving \$0 21 remaining in the treasury.

The number of scholars enrolled in each District, average attendance, amount due August 22d, 1864, and balance now due, are shown by the following statistical table :

No. Districts.	NAME OF DISTRICTS.	No. enrolled.	Average.	Amount due August, 1864.	Amount expended.	Amount now due
1	Nichols.	21	13	\$145 31	\$100 00	\$45 31
2	McGregor.	11	6	103 51	64 00	39 51
3	Hopkins.	61	37	188 87	140 00	48 87
4	Rice City.	39	21	165 77	104 00	61 77
5	Quidnic.	10	7	175 62	113 00	62 62
6	Bowen's Hill.	20	13	104 20	100 00	4 20
7	Summit.	19	11	140 37	76 00	64 37
8	Town House.	21	13	149 90	104 00	45 90
9	Andrew. . . . .	..	..	77 43	.....	77 43
10	Harkney Hill.	25	17	151 62	86 25	65 37
11	Central.	55	29	143 55	136 50	7 05
12	Whitman.	33	20	115 71	115 71	.....
13	Read.	16	11	110 64	70 00	40 64
14	Washington.	65	47	164 43	164 43	.....
15	Colvin.	20	11	94 45	94 45	.....
16	Anthony.	73	53	181 83	138 17	43 66
17	Quidnic Village.	110	60	206 19	203 30	.....
18	Harrisville.	75	42	148 77	148 77	2 89
			401			\$609 59

One District name, that of Spruce, No. 7, has been changed to Summit.

The examination of teachers has been performed by the Sub-Committee.

Certificates have been granted to six males and seventeen females, one applicant being found unqualified.

One new house has been erected during the year. The Summit District, formerly Spruce, has built a splendid house on a very sightly location; probably not more than two or three houses in town equal it. The friends of education in this District have labored long and hard for the benefit of their school, and finally success has crowned their efforts so far as the erection of a new and commodious house.

The visitation and examination of the schools were performed by the Sub-Committee, who performed the task according to the best of their ability. At those visits we have endeavored to ascertain the true condition of the schools, both with regard to demeanor and advancement; to make such suggestions to the teachers and scholars as the circumstances seemed to require; to impress upon the minds of the pupils the value of a thorough education, the great importance of industry, regular and punctual attendance, a rigorous conformity to the rules and regulations, and of cheerful coöperation with the teachers in the maintenance of good order and general improvement of their schools.

The schools in a few Districts have been successfully taught the preceding year.

The school in District No. 1, taught by Miss Celia A. Nicholas, was taught with success. This District has been exceedingly fortunate for several years, having been able to employ the same teacher for most of the time.

District No. 3 has been another fortunate District during the last year. For the Summer Term they employed Miss Abbie A. Gorton, a thorough and successful teacher. For the Winter Term, Mr. Joseph Tillinghast, an old and experienced teacher. This school was decidedly the best school we visited during the year.

There were other Districts that had fair schools, but for the most part the schools have made very little if any improvement. At least one-third of the schools are not so well off as they were one year ago.

And in conclusion, we would say that unless some efforts are made for bettering the condition of our schools, in a short time they will be in a worse condition than they were before we received any public money. Some may ask, what should be done to better the condition of the Public Schools of the town? We would say to such, employ the very best teacher that can be found; visit your schools and coöperate with your teacher; strive to make your school the very best in town; attend your District School Meeting, and elect the best man you have to the office of trustee, one that knows what a good school is, and will spare no efforts to obtain the best teacher he can, one who

BRISTOL COUNTY.

TOWN OF WARREN.—1864-65.

To the Citizens of Warren:

The Committee, to whom you intrusted the responsible charge of the public schools of this town, respectfully submit the following report, for the year ending April, 1865:

We might proceed to speak of the success of the several terms; but this would extend the report to an unreasonable length, and present much sameness and unnecessary detail. The statistics of each school are presented in a table on another page. A few words may be added.

EAST DISTRICT.—Mr. Hezekiah Butterworth, a member of your Committee, taught the winter school. We think it is sufficient, in speaking of the character and discipline of this school, to quote a few lines from the teacher's report. "The teacher has in no instance been disobeyed, or received an unpleasant word from any pupil." The scholars made commendable advancement in all the branches pursued,—especially in reading and arithmetic. Owing to the small number of scholars who would have attended the summer term, it was discontinued for the time being, and a school opened on Warren Neck instead.

WARREN NECK.—Summer term, taught by Miss Hannah M. Barney. The general aspect of the school was pleasant and happy; the order was excellent; and the classes recited well, and seemed to make good progress. This is the third time Miss Barney has taught school in this district.

Mr. Charles A. Chase taught the winter term. Although Mr. Chase is a young man, and had had no experience in teaching, he succeeded admirably in maintaining good order and imparting instruction. The school seemed cheerful and interested.

NORTH DISTRICT.—Summer Term, taught by Miss Annie S. Peck. This being rather a difficult school to manage, we could not expect it to be as perfect as her school may be when she has acquired more experience. There was an earnest effort upon the part of the teacher to do her duty faithfully; but such efforts must be seconded by pupils and parents to produce the most satisfactory results.

WINTER TERM.—Mr. Horatio G. Norton, teacher. This school found in him just the man it needed. The discipline was mild and firm; the order good; and the instruction minute and thorough. A general good feeling seemed to exist between teacher and pupils. The scholars did themselves credit in the use they made of their opportunities during this term, as well as reflected credit on their teacher. This school has a fair amount of talent, and appreciates a capable teacher; but, unless governed by a firm and steady hand, it will entirely waste time, and all the money bestowed upon it.

WEST DISTRICT.—In connection with the Primary School, we wish to call attention to the large per centage of absence, which has been during the past year—twenty-seven per cent. We cannot see this to be necessary under any circumstances, and feel that it must be either culpable negligence upon the part of the parents in not sending their children, or that the absence is without their knowledge and consent. This is the more to be regretted, from the fact that the larger number of these pupils find this their only opportunity for attending school, as they are obliged at an early age to provide for their own maintenance. Comfortable accommodations, and faithful and efficient teachers have been provided for this school, and the amount of good it might do, were its privileges rightly improved, can hardly be estimated. We think, if the parents of these absentees will consider the injury they are doing their children, and the amount of good they are depriving them of, they will avoid detaining them at home, unless compelled by the most urgent necessity. With the parents the correction of this evil rests; for, without their coöperation, the most earnest efforts of teachers and committee must fail.

INTERMEDIATE SCHOOL.—Under the continued charge of its efficient principal, this school has accomplished its usual amount of good. There is an earnest and unceasing effort upon the part of the teachers to increase the excellence of the school, and these efforts are seconded by a majority of the pupils. A class of twenty-five scholars was promoted from this to the High School, at the close of the winter term.

HIGH SCHOOL.—Of the success of this school, under the excellent instruction of Mr. Cady, it is unnecessary to speak. There is an improvement in regard to absence, it being only five per cent., two per cent. less than last year. There has been but one change of teacher in our village schools the past year. Miss E. F. Salisbury, having resigned her situation as assistant in the High School, Miss Harriet F. Gardner was elected to fill the vacancy.

The Committee recommend that the sum of three thousand dollars be appropriated for the support of the schools the ensuing year.

The following communication, addressed to the Committee by the Principal of the High School, touches upon many points upon which they designed to speak in their annual report, and it has seemed proper

to them that it should be laid before the citizens of the town in full. It meets the hearty concurrence and approval of your Committee, and they ask for it a careful perusal.

To the Public School Committee of Warren:—

GENTLEMEN :— There are several subjects of interest connected with the work of public school instruction, which I have often felt inclined to introduce into my quarterly reports, but have foreborne to do so for want of time to do them justice. I now propose to draw your attention to a single topic, viz. : The embarrassment encountered by the teacher in the work of school discipline.

It is in this that the teacher always encounters his most serious difficulty, and suffers most from the censoriousness and unreasonable complaints of parents. When we consider how indispensable is the maintenance of order in school; how large a number of children require the constant supervision of the teacher; how various are the characters and dispositions of his pupils, both hereditary and the result of every conceivable variety of home and street influences; how unwelcome to the youthful nature are the necessary confinement and restraints of the school-room; how constant is the tendency to transgress, and how repugnant are merited rebuke and punishment which cannot be withheld without injury and loss, nothing is more obvious than that the teacher needs the constant sympathy and coöperation of every parent in his endeavors to accomplish a task, at once so delicate, so difficult, and so important. And yet he is not only often obliged to feel that these are withheld, but also to suffer from the effects of positively hostile influences. And this generally occurs in precisely those cases in which his most thoughtful and well meant efforts are employed. For instance, a pupil is indolent, mischievous, and regardless of the rules of order. He neglects his lessons, fails in his recitations, plays and whispers in his class, monopolizes the attention of his fellow-pupils, and distracts that of his teacher, and renders it necessary to spend the time in preserving order which is needed in rendering assistance to pupils in their lessons, and in hearing their recitations. He derives little or no benefit from his school, exerts a pernicious influence, and does much harm. And still he is precisely one of those pupils who most need the salutary discipline of the school. The teacher feels this. It costs him many an anxious and many a sleepless hour. He feels his responsibility and dares not shun it. He tasks his best judgment, and calls into exercise his best and kindest feelings. He resolves to try all reasonable means to win his wayward pupil to the discharge of his duty. He reproves with care and gentleness; he reasons; he expostulates. He taxes his ingenuity to invent some successful mode of reaching the obtuse moral nature of the offender. He appeals to his sense of honor, to his feelings of obligation to himself, to his parents, to his fellow-pupils, and to his Maker. He tries to excite in him a desire for improvement; appeals to his

sense of gratitude for the privileges which he misimproves ; endeavors to show him the consequences of his folly, and to make him sensible how contemptible is all the pleasure secured in wrong-doing, compared with what might have been gained by doing well. He finally exhausts all his resources of moral appeal, and tries all the minor restrictions and penalties at his disposal, and yet fails of his object. No resource remains but an appeal to authority enforced by appliances made to the physical sensibility of his pupil. He has appealed to every spiritual sensibility, and failed. The mere animal nature remains, and he may, through this, reach the spiritual. It is his last resource, and shall he falter ? The emergency soon arises which decides this question. An additional offence, no greater, perhaps not so great as many that have preceded it, turns the balance, and the punishment is inflicted.

If the teacher is now left unmolested, to follow up the advantage gained by the use of the rod, he will probably be able to make some of his former appeals to the moral nature of his pupils effective, and to inaugurate a salutary change in his conduct, and thus gain a valuable accession of influence over the rest of his school. But if the parent is ready to give credence to a tale of injustice and cruelty ; if he accepts as true the partial and one-sided—not to say unqualifiedly false—statements of passion and selfishness in the offender, and calls in the testimony of sympathizing companions, *who cannot give a truthful representation of the case*, from the simple fact that they understand but a small part of it, and that their vivid impression of the climax, as it were, shuts up their recollection of the preceding parts in the drama, to say nothing of an instinctive feeling that, in some of its features, “the case may become theirs to-morrow,”—the teacher will probably be thwarted in his purpose, and become the victim of censure and condemnation where he most imperatively needs sympathy and support, and where he is most truly deserving of them.

Of course the tale of abuse spreads rapidly through the neighborhood. False in its most important features at the outset, it becomes increasingly so as it undergoes its successive rehearsals. What wonder that whoever believes it is ready to pronounce the teacher a rash and cruel monster ? The tongue of every flippant gossip will recite it, with exclamations of indignant horror, at the next familiar call or social gathering, and it will constitute the staple of discussion in the village shops where the men “do chiefly congregate” to learn the daily news. The bruit of it reaches every child in the community, and its inevitable tendency is to lessen their confidence in their teacher, and to paralyze his influence over them for their good. What wonder that the teacher is grieved and discouraged ? He has meant well, and done well. In circumstances, painful to himself, he has endeavored to act for the benefit of his pupil and his school. Instead of receiving sympathy and approval, he finds himself the object of misrepresentation and bitterness, and the victim of slanders which he has not the opportunity to refute.

Would parents but visit the schools to which they send their children, and by personal observation learn the character and the modes of discipline and instruction pursued in them; would they but take pains to become personally acquainted with the teachers, and find how ready they generally are to labor and make sacrifices for the good of their pupils; would they but consider how trying the teacher's task must often prove at best, and how patiently and faithfully he is willing to labor to accomplish it, they would be ashamed so grossly to misrepresent and so unreasonably to censure those whose constant aim is to confer the highest benefit in their power upon the children committed to their charge.

I am glad to admit that such cases as the one represented are not, in its worst features, matters of every-day occurrence; and yet, I fancy, there are few large schools in which there do not exist elements adequate to their development. If they do not occur, it is an indication either that the teacher exercises a rare skill and prudence in avoiding them, or that he lacks the honest courage to meet them and give them the treatment which they demand. We cannot blame the teachers for experiencing an extreme reluctance to encounter them; and yet, if he is suitably influenced by a sense of duty to his pupils individually, and to their collective interests, he will not shrink from the encounter when they are inevitably brought in his way. "*Fiat justitia ruat colum.*" Let justice be done though the heavens may fall, is the only proper rule for the teacher in cases of emergency as well as in the ordinary routine of daily labor.

Fortunately the cases have been few, during several years past, in which, within the limits of my knowledge, I have drawn down upon myself the bitterness and hostility of the patrons of our school. If these have existed to any considerable extent, it has been my fortune to live in blissful ignorance of the unwelcome fact. And yet, such are the constant liabilities of the teacher, that I am never wholly free from the fear that some untoward event may precipitate the state of things of which I have the greatest dread. For me, this is the bitterest bane of the teacher's life. In cases of special difficulty, I never feel sure of a truthful representation, and am obliged to reckon the balance of probabilities in favor of being subjected to censure and condemnation for the conscientious discharge of a painful duty. This is my verdict, after more than twenty years experience amid the labors of the school-room; and had it not been for the support and encouragement of the calmer and more judicious citizens where I have been employed, and the approval of those best acquainted with the actual state of things, in more than one instance, I should have abandoned the teacher's profession in despair.

But while it has been my own fortune measurably to escape unjust and bitter charges, I regret that this has not been true of all the teachers in our school. Against one of these, repeated accusations have been made of partiality, injustice and undue severity. I need

hardly say that I believe these to be both unjust and cruel. I have been well acquainted with this teacher during the whole period of my residence in Warren, under circumstances that cannot have left me in ignorance of the prominent traits of her character; and these have been such as to entitle her to my unhesitating confidence. I know her to be incapable of the injustice of which she has been charged. I have been in the habit of entering her school-room without a moment's warning, and have always found the school orderly and harmoniously pursuing their appropriate work. Her classes uniformly give evidence of patient and thorough instruction. I have repeatedly examined into cases where charges have been brought against her, and found them extravagant and ill-founded. Those who have made them have failed to apprehend and appreciate the real facts in the case. Instances of misunderstanding have arisen which, in spite of their pernicious tendency, are too ridiculous to pass without a smile. A teacher of more upright intentions, or more self-denying fidelity, would not be easily found; and certainly, no teacher in the same department has secured better results. Her energy of character makes her a thorough disciplinarian; and this is the most important qualification for the position which she fills with so much credit. Her punishments are, in my judgment, much less severe than those of some of her predecessors. It would be next to impossible to find a teacher who, in her circumstances, could dispense with corporal punishment without serious loss and injury to the school. The method, prevalent to some extent in the European schools, of holding the parent subject to fine for the delinquencies of his child, might obviate its necessity, but would, probably, simply transfer the rod from the hand of the teacher to that of the parent,—greatly, without doubt, to the relief of the former.

Under the most favorable circumstances, the care of a large school involves quite a sufficient burden upon the teacher; but when it is augmented by sinister influences generated and fomented outside the school-room, and that, too, by those who ought to be relied upon for coöperation and support, nothing but a consciousness of integrity of purpose, and fidelity in the discharge of duty, can prevent the teacher from sinking under an accumulated weight of trouble and disappointment. It is easy to say that teachers must not mind such things,—that they are incident to the profession, and must therefore be met with composure or indifference; but it is not in our nature *not to be cut to the quick* by being rewarded by bitterness where we deserve sympathy, and to have our most cherished purposes for the benefit of others thwarted by those to whom we are striving to render the best service in our power.

The gentlemen of the Committee need not be reminded of the unreasonableness of the charges made against the teacher alluded to above. They have themselves been too often awarded a share of injustice and crimination in return for their faithful and gratuitous services in the important work of public instruction. I am glad, how-

ever, to know that she has shared the uniform approval of the successive committees during her protracted term of service. She has thought seriously of tendering her resignation. It might gratify her enemies, but would prove a very serious loss to the school. I fear that the task of supplying her place would not be an easy one. No person from abroad, of equal and proved excellence, could be obtained without a large increase of compensation; and I think it becomes the clamorers, to point to the more worthy candidate to be obtained at home before making any further recriminations and complaints.

Respectfully yours, &c.,

ISAAC F. CADY.

NAMES OF SCHOLARS,

AND THE NUMBER OF TERMS EACH HAS ATTENDED SCHOOL IN SUCCESSION OR DURING THE YEAR WITHOUT ABSENCE.

NAMES.	TERMS.	NAMES.	TERMS.
William Ashmore, Jr.....	3	Frank B. Livesey.....	1
Frank S. Ashmore.....	1	William McKenzie.....	2
Ralph F. Allen.....	1	George P. Mason.....	3
Charles I. Allen.....	3	John Maloy.....	1
George H. Andrews.....	1	Charles C. Mason.....	1
Frank D. Barton.....	9	Charles H. Mason.....	1
Nathan B. Barton.....	4	Charles H. Pierce.....	1
Alton H. Budlong.....	1	John W. Prior.....	1
Sylvanus H. Bowen.....	1	Frank B. Smith.....	1
John H. Brown.....	2	Henry T. Smith.....	3
George A. Barton.....	3	Hollis Sawtell, Jr.....	2
Martin L. Bosworth.....	1	Frank I. Sherman.....	1
Henry N. Cady.....	4	Seth W. Simmons.....	1
George L. Cooke, Jr.....	3	James Smith.....	1
Franklin C. Clark.....	2		
James H. Champlin.....	1	Hattie F. Burgess.....	2
Earl D. Collamore.....	1	Harriet Bosworth.....	1
Walter F. Chase.....	1	Clara Bosworth.....	1
George L. Drown.....	4	Nora C. Barton.....	1
William B. Drown.....	1	Rebecca C. Bowen.....	1
Walter A. Day.....	3	Mary A. Brown.....	4
Giles W. Easterbrooks.....	1	Sarah B. Brown.....	5
Charles S. Estes.....	1	Madora W. Brayton.....	4
Frank W. Freeborn.....	3	Emma Brown.....	3
Arthur G. Freeborn.....	3	Ada L. Bowen.....	2
William H. Francis.....	1	Emma L. Bowen.....	1
Joseph R. Freeborn.....	1	Alice B. Carey.....	1
Isaac H. Gorham.....	1	Martha D. Cole.....	12
Charles A. Hoar.....	2	Mary E. Child.....	16
Charles W. Horton.....	1	Annie Cole.....	1
William B. Lawton, Jr.....	2	Nellie M. Childs.....	8

NAMES OF SCHOLARS, &c.—CONTINUED.

NAMES.	TERMS.	NAMES.	TERMS
Elizabeth H. Varley.....	1	Lovice Horton.	1
Mary M. Collins.....	3	Lizzie C. Joyce.....	2
Sarah P. Carr.....	3	Mary A. Luther.....	2
Annie B. Cole.....	1	Melissa Leonard.....	1
Margaret J. Capper.....	1	Lillie Martin.....	1
Emma R. Chase.....	1	Henrietta Martin.....	1
Sarah M. Chase.....	1	Annie W. Martin.....	3
Mary E. Drown.....	3	Helen C. Mills.....	2
Louise F. Drown.....	1	Mary A. Moran.....	1
Emily J. Drown.....	7	Ellen S. Mason.....	1
Sarah F. Drown.....	1	Ellen A. Place.....	1
Isabelle J. Essex.....	2	Marianna Randall.....	1
Patience L. Fish.....	194	Mary H. Richardson.....	3
Bertha J. Francis.....	2	Lyra N. Smith.....	6
Sarah A. Gushee.....	2	Adela C. Salisbury.....	1
Georgiana Gardner.....	1	Carrie F. Sanford.....	1
Ella S. Goff.....	1	Florence E. Sanders.....	3
Emilie M. Hoar*.....	4	Marion G. Saunders.....	2
Mary E. Hoar.....	2	Harriet J. Sawtell.....	1
Alfaretta C. Holbrook.....	2	Annie H. Sawtell.....	1
Joanna Holland.....	1	Ella H. Talbot.....	2

* Seventeen Terms with but one day's absence.

SCHOOL COMMITTEE.—Hon. Wm. B. Lawton, Chairman; Dr. J. M. Merchant, Secretary; Rev. Amos F. Spalding, Mr. Lewis T. Hoar, Mr. H. Butterworth, Mr. Obadiah Chase.

TEACHERS.—*High School*: Mr. I. F. Cady, Principal; Miss Annie Eddy, Miss Harriet F. Gardner. *Intermediate*: Miss M. B. Read, Principal; Miss M. M. Bowen, Miss S. L. Salisbury. *Primary*: Miss L. L. Gushee, Principal; Miss Hattie Luther. *North District*: Miss Annie S. Peck, Mr. Horatio G. Norton. *East District*: Mr. H. Butterworth. *Warren Neck*: Miss H. M. Barney, Mr. Charles A. Chase.

EXTRACTS FROM SCHOOL REPORTS.

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STATEMENT, SHOWING THE ATTENDANCE OF SCHOLARS FOR THE YEAR ENDING APRIL, 1866.

SCHOOLS.	SPRING TERM.							SUMMER TERM.							FALL TERM.							WINTER TERM.						
	Boys admitted.	Girls admitted.	Total admitted.	Average number in school.	Average daily attendance.	Average daily absence.	Average per cent. of absence.	Boys admitted.	Girls admitted.	Total admitted.	Average number in school.	Average daily attendance.	Average daily absence.	Average per cent. of absence.	Boys admitted.	Girls admitted.	Total admitted.	Average number in school.	Average daily attendance.	Average daily absence.	Average per cent. of absence.	Boys admitted.	Girls admitted.	Total admitted.	Average number in school.	Average daily attendance.	Average daily absence.	Average per cent. of absence.
High.....	32	40	72	66	62	4	6	25	40	65	61	58	3	5	26	42	68	64	61	3	5	27	40	67	63	61	2	4
Intermediate...	67	81	148	134	123	14	10	57	80	137	120	112	9	7	59	78	137	126	116	12	10	62	70	132	123	114	11	9
Primary... ..	60	41	101	73	53	20	27	53	50	103	77	58	19	24	53	39	92	76	51	25	32	51	42	93	64	48	16	25
North District..	...	...	...	...	...	...	...	30	13	43	33	29	4	13	...	...	...	...	...	...	...	31	11	42	35	31	4	11
East District..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16	4	20	19	18	1	5
Warren Neck..	...	...	...	...	...	...	...	5	11	16	13	9	4	30	...	...	...	...	...	...	...	4	11	15	14	2	2	14
Total.....	159	162	321	273	238	38	14	170	194	364	304	266	39	16	188	159	297	266	228	40	16	191	178	369	320	284	36	11

TOWN OF WARREN.

RECEIPTS FOR THE YEAR.

Received from the State.....	\$674 34
Appropriated by the Town.....	2,400 00
Registry Taxes.....	82 00
Received for Tuition.....	69 10
Total.....	<u>\$3,225 44</u>

EXPENDITURES FOR THE YEAR.

HIGH SCHOOL.

Teachers' Salaries.....	\$1,500 00
Books and Stationery.....	22 00
Care of School-Room, &c.....	22 84
Repairs.....	53 80
Printing.....	22 25
Fuel.....	92 53
Total.....	<u>\$1,713 42</u>

INTERMEDIATE SCHOOL.

Teachers' Salaries.....	700 00
Care of School-Room.....	22 84
Repairs, &c.....	53 81
Fuel.....	92 53
Total.....	<u>\$869 18</u>

PRIMARY SCHOOL.

Teachers' Salaries.....	\$375 00
Care of School-Room, &c.....	23 00
Repairs, Cleaning, &c.....	59 74
Fuel.....	80 02
Total.....	<u>\$537 76</u>

NORTH DISTRICT.

Teachers' Salaries.....	\$187 00
Repairs.....	28 69
Fuel.....	21 00
Total.....	<u>\$236 69</u>

EAST DISTRICT.

Teachers' Salaries.....	\$208 00
Fuel and incidentals.....	29 13
Total.....	<u>\$237 13</u>

Amount expended.....	\$3,594 18
Excess of Expenditures over Receipts.....	368 74

TOWN OF BRISTOL.—1864-65.

The Committee having in charge the Public Schools, present the following statements as their Annual Report:—

The history of the schools, for the year now closing, does not vary materially from that of former years; though the changes made in the location and grading of some of them, during the year immediately preceding, have made some necessary variations in their routine. The Committee are persuaded, from the results of the experiment, that the new system of gradation has wrought an important improvement in the operations of the schools, and given them decidedly increased efficiency. It has not been possible to bring this system to entire maturity in so short a time, but, thus far, it has fully met the expectations of those who have been most intimately connected with it, and looked most anxiously for its success. The distinction of schools as High, Grammar, Intermediate and Primary, is not merely theoretical, but real, expressing the exact position occupied by the pupil in his transition through all the stages of education in which the State recognizes him as a partaker of its care or control. Our schools, of all these grades, have passed through the year with a gratifying measure of success, notwithstanding some interruptions and changes, the tendency of which is, in all cases, to detract from the prosperity, as well as the regularity of school instruction. An unusual amount of sickness among the children has made the attendance, especially at the Primary and Intermediate Schools, quite irregular, and impeded their progress, so that the results in them have, in some instances, been less gratifying than would otherwise have been the fact. Two of the principals of Grammar Schools have also been obliged to suspend their labors for considerable intervals, and those schools have, consequently, not accomplished quite all that was expected of them.

With these exceptions, which were wholly unavoidable, the year has passed without any occurrence calculated to disturb either the harmony or the regular work of these cherished institutions. No instance of disorder or violation of rule has occurred in the school-room to which it was deemed necessary to call the attention of the Committee; and the education of the children has progressed as noiselessly as the hours which have borne them onward toward the years of their maturity.

The Committee regret to state that, early in the year, they were deprived of the coöperation of their late esteemed Chairman, Mr. Joshua Kendall, who resigned his place at the board preparatory to removing from the town. A series of resolutions which have been published, was adopted, expressive of the high estimation in which Mr. Kendall's labors in behalf of common school education in this town, were held by the Committee, and in which we believe we have the concurrence of our fellow-citizens. Dr. Thomas Vernon was elected to fill the vacancy thus occurring.

Miss Anna Wardwell, who was reëlected assistant teacher of the High School, having been unable, on account of ill-health, to resume her position there, it was filled the first term by Mr. William E. Thompson, and the remainder of the year by Miss Perry, an arrangement, in both instances, which has given entire satisfaction, though it is with regret that we record the loss of Miss Wardwell's services, as well as its painful occasion.

Miss Susan E. Tilley, after the second term, resigned her position as Principal of the Second Intermediate School, which she had satisfactorily filled, and was succeeded by Miss Annie W. Bradford, to whose place as Principal of the South Primary School, Miss Elizabeth H. Pitman was chosen.

Mr. Charles H. Fay, the esteemed Teacher of the Middle District School, forwarded his resignation previous to the opening of the fall term. Mr. John H. Arnold has since that time occupied with much success the office thus vacated.

The school in the North District has been taught during all the year by a gentleman; the first term by Mr. Alfred B. Arnold; the subsequent terms by Mr. Benoni Bates.

The organization of the schools for the year gives the following list of teachers:—

High School—Henry S. Latham, Jr., A. B., Principal; Miss Sarah W. Perry, Assistant.

1st Grammar—Mr. E. Rich, teacher; 2d do., Miss Mary A. Bourn, teacher; 3d do., Miss Susan M. Greene, teacher.

1st Intermediate—Miss Mary R. Morse, teacher; 2d do., Miss Annie W. Bradford, teacher.

North Primary—Miss Mary A. Wardwell, Principal; Miss Margaret Bradford, Assistant; Centre do., Miss Abby D. Munroe, teacher; South do., Miss Elizabeth H. Pitman, Principal; Miss Augusta V. Baxter, Assistant.

State Street School—Mrs. Mary R. Brown, teacher.

Middle District—Mr. John H. Arnold, teacher.

North District—Mr. Benoni Bates, teacher.

Northeast District—Miss M. L. Easterbrooks, teacher, Summer; Mr. A. B. Mason, teacher, Winter.

Messrs. Arnold and Bates, and Miss Pitman are new acquisitions to the corps of teachers in this town. The Committee congratulate their fellow-citizens that the places occupied by them are so well filled, and that the schools placed under their care have lost nothing of the character which they had gained under former teachers.

The strictest economy has been observed in expending the appropriations placed at the command of the Committee; and yet the high prices of fuel and other supplies, have rendered it impossible to accomplish all in the way of repairs and improvement of buildings, and in other ways promoting the great objects had in view, in keeping the schools up to the highest standard of excellence. The income from

admission tickets not nearly meeting the expense of books and stationery, it was found necessary to increase their price. The number of tickets purchased was consequently diminished, though not to the extent that was apprehended, and the Committee have been much embarrassed in furnishing these articles, the prices of which have advanced disproportionately with many of the ordinary commodities of trade.

In consequence, but little has been expended on buildings—simply sufficient to keep them in condition for use; and yet, the Committee have not been able to go through the year's work with the funds voted by the town; but there is a deficit as will appear in the statement of the Superintendent. This arises from various causes which could not be foreseen in making arrangements for the year. The unprecedented advance in the prices of books and fuel is one of these. Another is the repair that was rendered necessary to the Northeast School House, which was shattered by lightning in the Summer. Another still was the imperative demand for the improvement of the outbuilding at the Academy, which could not be postponed with safety to the morals of the scholars.

Many of the rooms are in so much need of improved ventilation that both teachers and scholars suffer greatly from the enforced necessity of constantly breathing impure air. Much is lost, both in physical health and in mental vigor, in consequence of this defect. Nothing but lack of funds has prevented earnest efforts to apply a remedy, in several of the rooms where the need is most pressing by constructing ventilators which would furnish a continual supply of fresh air. Parents who thoughtfully consider the condition of from forty-five to seventy persons occupying, for six hours in the day, a small, close room, furnished with no means of ventilation, will ask themselves if justice, both to themselves and their children, does not require that a sufficient amount be appropriated to remedy this defect. The dullness, stupor, and headache with which both teachers and pupils often close the day's work, are in great numbers of instances due to this cause. So are coughs and irritated throats and lungs, menacing consumption, and frequently indicating its early stages. The proper cure for the evil is not to take the children from the schools, but to make the school houses scenes of healthy physical and mental activity. The evil is not in the schools nor in study, but in the unscientific, and, sometimes, too economical construction of the rooms. Were these properly constructed, the pupils, so far as health is involved, might attend school from the beginning to the end of the year, and not suffer at all.

Some of the school houses, particularly those for the younger children, are made with seats such as no child ought to be compelled to occupy. The primary scholars are placed on very narrow boards, with wide boards at the back, so straight and unyielding that all the shoulders of successive generations of children, make not the slightest impression upon them. In the Intermediate Schools these wide backs

are replaced by narrow strips of board just at the height of the pupils' shoulders, and no other support for the back is afforded. The teacher's duty is, to make little children sit upright on these seats. How long would the teacher, how long would the parent sit upright under such circumstances? Entering one of these schools you may at any time see dozens of little creatures with heads reclined on desks, or with chests bent forward, or in a variety of postures, all calculated to impair health, to injure the form, or to induce habits of ungracefulness which promise to become permanent. The Committee would gladly improve the school-rooms did the funds in their hands permit.

One of the most urgent wants of our schools is an increase of accommodation for primary and intermediate scholars. The rooms in which they are taught are crowded to their utmost capacity, and in some instances children have been kept away for lack of space for seats. Rooms seated for fifty scholars have had sixty or more applicants, and when every inch of available space has been used, some of them have necessarily been sent away because there was no place for them. Teachers have had twice the number of pupils that one school should contain, and the Committee have been at a loss for expedients to remedy the evil. It will not be possible long to postpone a further supply of school room.

It was thought necessary at the beginning of the year to increase the salaries of the teachers. The loss of several valuable teachers during the previous year, on account of the inadequacy of their salaries, with the increased expense of living, led to the conviction that, if we would retain in our employment those teachers whose services were esteemed most valuable, it was necessary to make some advance in their remuneration. A scale of increase was adopted, as nearly in regular ratio as was practicable, the result of which may be seen on another page in the list of salaries paid this year as compared with those of the preceding year—the increase being only about fifteen per cent.

The employment, by last year's Committee, of ladies as teachers of two of the Grammar Schools, has proved to have been a wise step, not only on account of the diminished expense at which so much labor is performed, but by the excellent success of the schools. It has long been conceded by the wisest educators that females were best adapted to teach young children in the lower grades of schools. The conviction is now becoming quite general that they will prove quite efficient if placed in charge of those of the highest grades. The Commissioner of Common Schools of Ohio, remarks in his last report—"It must be conceded that in the great majority of our schools, women make better teachers than men. Even the supposed superiority of male teachers in school government is not satisfactorily confirmed by experience. The better class of female teachers in our schools are succeeding just as well, and often better, than the average male teachers." Among the most successful of our teachers are many who have received their

training in our own schools, and, were the compensation of women's labor sufficient to make the profession more attractive, there can be no doubt that a sufficient number would at all times be ready to occupy places that may become vacant in all the grades of schools.

Our High School, under its excellent management and course of instruction, might become, in some measure, a training school for teachers. The course of study indicated in last year's report has been retained. Some changes in the studies pursued have received a degree of attention, but as yet no new plan has been matured. It seems desirable that, in a High School, there should be means for a thorough preparation of boys for college. Yet there is scarcely a sufficient number of pupils in that course of study to render it proper to make it a part of the regular routine, except the study of Latin, which already very properly occupies that position, and is pursued by many of the scholars. It would also be gratifying to be able to give to boys a complete "business" education in the High School, but it appears impracticable to place in the regular course a study to which so few would care to attend as would wish to pursue Book-keeping, and to introduce that or any other study aside from the regular course, would open the way for innumerable irregularities, destroy the symmetry of the system, and reduce the High School to a comparatively inefficient condition. So large a proportion of its pupils are females that the studies must be adapted, in a great degree, to their minds, special circumstances, and prospective positions in life.

The want of proper instruction in penmanship has given rise to some conversation in the Committee. This branch of education is of acknowledged importance, both as an accomplishment and for its utility in practical life. With the present arrangements, the teachers are able to devote only a very small portion of time and attention to it; and, moreover, teachers who are most successful in other departments of instruction, are, in many instances, not the most successful teachers of this, and it would be exceedingly unwise to make this a test of qualification, as it would throw out of their places, at once, many whom the cause of education could not lose without suffering greatly. On the other hand, the Committee, did their funds permit, would be in favor of employing a thoroughly qualified instructor in penmanship, whose duty it should be to take under his charge all the scholars in this art, and give them faithful tuition as long as they continued in the schools. This would preclude the necessity of their attendance at private writing schools or going from home to become accomplished in penmanship.

Having no occasion to doubt the wisdom of the course pursued by the previous Committee relative to the order of school sessions, but being confirmed in their conviction of its propriety, the Committee have continued it through the year. The High School has continued to hold one session of five hours each day, while the others have kept two sessions. The reasons for this are well stated in last year's report.

In addition, it may be remarked that it is believed best for the younger classes of scholars to do all their studying in the school-room, under the eye of the teacher. This is better done when their labor is extended over two sessions of six hours, than if performed in a continued session of five hours. The tasks should be such as can be completed in the school hours, and when these are expired, the mind should be left free from school care and anxiety, to regain its buoyancy in connection with the athletic sports and untrammelled joyousness of youth. Pouring over difficult tasks by gas-light, at hours, too often, when body and brain should be at repose in sleep, and being frequently disturbed in dreams by them, wears down the vigor of strong manhood. How much more does it dwarf the expanding intellect and immature frame of childhood or youth. Harrassing cares come soon enough. Let childhood be exempt from as many of them as can be dispensed with. Disease comes early enough with the toil of later life. Let childhood have all proper opportunity to become vigorous with the freedom and activity properly its own.

The play-grounds around our school houses are ample, but are exposed, and, in winter, too wet to be occupied. Being unenclosed, they admit the mingling of the scholars from various schools, and do not prevent the intrusion among them of persons not belonging to the schools. The moral influence of this exposure to the gaze of all passers, and of this mingling of so many persons of varied character, is almost inevitably evil. But perhaps there is no remedy until the town shall see proper to erect a suitable building for the central schools, with an enclosed area, graded and dry, and in all respects adapted to the supply of wants now felt to be so pressing.

The teacher of the school for colored children has prosecuted her task with commendable diligence and zeal, and with such patience and interest in her work as is worthy of emulation by all teachers. There are many obstacles to attaining great success in this school ; but, while the law continues to authorize separate schools for this class of children, if the town still decline to abolish it and to admit these pupils to the other schools, it ought to be maintained, even though the expense incurred in continuing it as a school for colored children only, be greater than it would be to educate them otherwise. In order to reach the usefulness and respectability of which they are capable among their fellow-citizens, they must be educated. Their equality of right to education with others cannot be disputed, and it is for the town to decide whether these considerations can be best satisfied by the present mode of proceeding, and the present amount of taxation for this purpose, or by admitting children to all the schools, irrespective of color.

The moral influence which our public schools are capable of exercising upon the pupils, is not the least valuable end to be had in view in sustaining them. Intellectual endowments are not invariably attended with moral excellence, and the mere routine of ordinary teaching cannot be expected, of itself, to make good men and women of the

pupils. But the teacher is expected to impart a variety of instruction in addition to that attending the daily recitations. He is to inculcate habits of order and neatness, of decorous deportment and purity of speech. No faithful teacher permits the room which he occupies to be soiled with rubbish which neatness prohibits, or the walls to be defaced with improper inscriptions, or the practice of boorish manners, falsehood, vulgarity, profanity, or ill-intended language. All these meet his disapproval and rebuke; and his school is a medium of imparting all the elements of good character. Conducted, as the schools of this town are, without exception, by teachers of upright and elevated sentiments, it is believed that the highest welfare of the scholars is to be sought by placing them in school and keeping them there as long as circumstances permit. Their early removal is a loss to themselves, of which they become aware, not immediately, but subsequently. The number of boys who complete the High School course is comparatively small. Could not more do so with advantage? Or, if some must leave without completing it, could they not continue longer than they do? Might not a larger number of pupils of thirteen years old and upward find it to their benefit to attend the schools in the North and Northeast Districts? Though these schools have been quite well attended in the winter, the number of large scholars has not been large. Both intellectual and moral results would well repay the parents the trouble they might be at in securing the attendance of children now out of school.

According to an estimate of children between five and fifteen years of age in this town, only about one-half the number are at any one time in school, and probably one-fourth do not attend school at all. This is an alarming fact. The probability is, that the greater proportion of these are the children of foreign parentage. But, if we have one hundred and seventy-five children, of whatever class, growing up among us without education, what is to be their future? What their influence upon society? It is here that we must look chiefly for the element that renders communities insecure, and keeps civilization down. Ignorance is a prolific parent of crime, and the children now spoken of will grow up in ignorance unless they are by some means brought into the public schools. What remedy should be applied to this evil the Committee will not undertake to decide; but have no hesitation in saying that it is a subject to which the citizens and authorities of the town would do well to give their attention.

It can scarcely be too frequently reiterated that the absence of scholars from school once or a few times in a term, is an evil, the magnitude of which is not appreciated by those who look only casually at the subject. Many instances of absence have been, during the year, occasioned by sickness, which is unavoidable. But, with the vacations, terms and sessions arranged as they are, it would seem that the cases of absence might be more rare. Slight causes ought not to occasion

absence, and if all acted upon this principle, the number of scholars recorded as "not absent at all" might be much larger.

The Committee do not hesitate to commend the schools of the town to the same fostering care which has so well guarded them heretofore. They cannot forbear, however, to express the hope that a larger amount will be appropriated to this object the coming year than heretofore. This will be necessary, both to meet the deficit of the past year and to cover the current expenses of the year to come. Several of the buildings are old, and need constant expenditures of money to keep them in a fit condition to be occupied by our children. If these expenditures are to come from the school appropriation, the amount voted should be sufficient to meet them, and in making provision for school purposes, this fact should be kept in view in addition to the considerations which ordinarily influence decisions of this nature. The members of the Committee do not flatter themselves that they were elected to this office because they were supposed to be more interested in the public schools than their fellow-citizens are; and in a town that has so long manifested a very earnest devotion to this cause as Bristol has, it is believed to be sufficient to lay the facts before the people in order to obtain the necessary funds to keep the schools, at least, in as good condition as they have already reached.

M. J. TALBOT, Chairman.

R. S. ANDREWS, Secretary and Superintendent.

SCHOOL COMMITTEE.

SOUTH DISTRICT.—M. J. Talbot, Thomas Vernon, W. C. G. Cushman, Jonathan Waldron, J. N. Burgess, John B. Munro, Robert S. Andrews.

MIDDLE DISTRICT.—William Manchester.

NORTH DISTRICT.—William H. Church.

M. J. Talbot, *Chairman*; R. S. Andrews, *Secretary and Superintendent*; M. J. Talbot, Thomas Vernon, W. C. G. Cushman, *Examining Committee*.

EXPENDITURES FOR THE YEAR.

SOUTH DISTRICT.

SALARIES.		1864-5.	1863-4.
High School, Principal.....		\$800 00	\$724 90
" " Assistant.....		300 00	250 00
1st Grammar School, Teacher.....		700 00	600 00
2d " " ".....		325 00	300 00
3d " " ".....		275 00	250 00
1st Intermediate School ".....		250 00	225 00
2d " " ".....		225 00	225 00
North Primary " Principal.....		225 00	200 00
" " " Assistant.....		175 00	150 00
Centre " " Teacher.....		250 00	215 00
South " " Principal.....		225 00	200 00
" " " Assistant.....		175 00	150 00
State St. " " Teacher.....		200 00	160 00
		<u>\$4,125 00</u>	<u>\$3,624 00</u>
Rents.....		160 00	
Repairs and Incidental Expenses..		259 19	
		<u>\$4,544 19</u>	<u>\$4,544 19</u>

MIDDLE DISTRICT.

Salary.....	600 00	450 00	
Incidental Expenses.....	10 50		\$610 50
			<u>\$5,154 69</u>

NORTH DISTRICT.

Salary.....	300 00	300 00	
Repairing, Fuel, &c.....	40 00		\$340 00

NORTHEAST DISTRICT.

Salary.....	250 00	225 00	
Repairs, Fuel, &c.....	29 96		\$279 96
Printing Reports, &c.....	31 00		
Charles A. Greene's bill for advertising..	15 42		
State Street School Books, Fuel, &c.....	46 69		
Clocks for Schools.....	27 50		\$120 61
Superintendent and Examining Committee.			<u>\$200 00</u>

\$6,095 26

Amount of Appropriation.....\$5,900 00

Amount overdrawn.....\$195 26

TOWN OF BARRINGTON.

The School Committee of the town of Barrington respectfully Report:—

That the three different schools in town have been in successful operation during the usual months the past year. Competent teachers have had the care of the schools, and the desired results of their labors have been manifest.

One interesting feature in regard to our schools is, that the willingness of the Districts to support and continue the schools is more and more plain, by their increased contributions. One thing yet to be secured, which would greatly contribute to the interest of the schools, and to the comfort of the teacher, is the more full coöperation of the parents. Facts go to show that they little think how much the members of a school are interested by the presence of visiting friends, and what a cheerful impulse it gives to the feelings of teachers.

If the town is so fortunate as to appoint a suitable town Committee, who attend faithfully to their work, it should be remembered that this will not diminish the responsibility of those who are under the highest obligations to be coöperators with the teachers, and to do what they can to place the school under circumstances to secure the greatest prosperity. It is hoped that what is so manifest will soon work the desired change.

There is too great a variety of text-books, on the same subject, in some if not all the schools. It makes it necessary to have too many classes, and small ones, and too much time is taken up in the recitations. And it is not an easy matter to expel books from the school-room, which ought to give place to others and better ones. No new books have been introduced into the schools, by the Committee, the past year, though changes might have been made to the advantage of the schools. A sense of duty and responsibility should characterize such a work.

The School in District No. 1, was taught in the Spring and Summer by Miss Harriet L. Goodwin, whose amiable deportment, whose finished education, and whose wise and judicious management, united to make her a very acceptable and successful teacher. Under her superintendence and instruction the school prospered, and the expectations of parents and guardians were met. When she left the good wishes of those who employed her went with her.

She was succeeded in the Winter Term by Miss Addie E. Peck, whose enterprise, deep interest in her work, and whose persevering labors have placed the school in its present eligible position. When employed in any District her whole heart, her best energies, and her whole time is given to the work to which she is called. She does not allow scholars to be idle in the school-room, and gives them to understand that study is the only business of school hours, and that order and diligence are the two essential things in the school-room.

The School in District No. 2, has been taught by Miss Mary S. Battey, for the whole year. She has all due literary qualifications. She rules by love, and gives none of her scholars occasion to feel that she is not the kind and faithful teacher, and that she is not anxious to have them learn. The parents, whose children are under her care, may well depend upon their making progress. Her heart seems fixed upon the good of her scholars, and she spares no pains to effect this. Her love for the school-room, and her peculiar interest in all that pertains to the business of instruction, must gain the observation of all who have the privilege of seeing her in her work. Her school has been in a prosperous condition, and she is fully entitled to the credit of it. She will probably not want for employment in her calling.

The School in District No. 3, was taught by Miss Addie E. Peck during the Spring and Fall Terms. She commenced the Spring Term with reasons to feel that more than a usual amount of care and labor were necessary to secure a character to the school which it ought to have. Under the influence of a purpose to strive for the accomplishment of what she saw *wanting*, she *went to her work*, and one term was not needed to show that she was steadily approaching the point at which she was aiming. During both the Spring and Fall Terms, she was very successful in governing the school and giving instruction, and the happy results of the two terms were seen at the examinations, by parents and Town Committee, and it was a matter of much regret to the members of the District, when she felt to say "that she could keep the school no longer." The school is in fair standing as one of the three sisters.

The School, in the Winter Term, was taught by Mr. Samuel Merry, whose mind and energies have been given to the work of teaching a considerable portion of the time for years. He devoted the season for which he was employed among us to his specific work. He was a good disciplinarian, and insisted not only upon obedience to authority, but upon the maintenance of good morals. He wished to have becoming things *around* the school house, as well as *in* it. The examination at the end of the term exhibited progress in study, a healthful state of the school, and was very pleasant to visitors who were present on the occasion.

MONEY RECEIVED BY THE DISTRICTS FOR SCHOOL PURPOSES.

From the Town.....	\$400 00
From the State.....	275 40
From Registry Taxes...	25 11
Total.....	\$700 51

APPORTIONMENT OF SCHOOL MONEY.

District No. 1.....	\$221 70
" " 2.....	238 75
" " 3.....	240 05
Total.....	\$700 50

RATE BILLS.

District No. 1	\$22 20
" " 2	171 75
" " 3	51 53
Total	\$245 48
Last year	166 70
Above last year	\$78 78

TEACHERS.

SUMMER.				WINTER.		
Dist.	Name.	Residence.	Wages.	Name.	Residence.	Wages.
No. 1	H. L. Goodwin	Mansfield.	\$110 00	Addie E. Peck	Barrington.	\$112 00
No. 2	Mary S. Battey	Cranston..	195 00	Mary S. Battey	Cranston..	160 00
No. 3	Addie E. Peck	Barrington	154 00	Matthew Merry	Dartmouth	126 00

CONTINUANCE OF SCHOOLS.

	Summer.	Winter.
No. 1	5 Months.	4 Months.
No. 2	6½ " "	4 " "
No. 3	5½ " "	3½ " "

Whole number of scholars registered in District No. 1, for Spring and Summer Term	29
For Winter Term	44
Average Attendance	30
District No. 2, in Summer, first part	42
" " second part	51
Average Attendance, first part	33.2
" " second part	36.3

Whole number of scholars registered in District No. 3, in Summer, first part	47
Second part	54
In Winter	55
Average Attendance in Summer, first part	42½
" " second part	41
" " Winter	36

It is much to be regretted that teachers are under the necessity of registering so many cases of tardiness and non-attendance. Something should be done to provide a remedy for this evil. Parents should take a part in putting things right on this subject. It may not be amiss in this place, to suggest to trustees of the different Districts, that visits to the schools during their progress, and their presence at the final examination, is what should be expected, and what should be considered by themselves as matter of imperative duty.

Let those who shall hold the office of trustees in the different Districts the ensuing year, see that they set a good example in this particular, and thus add dignity to their office.

On the subject of school houses, your Committee wish to say a word. There are two within our limits which greatly need enlarging, to well accommodate the number of scholars who attend. It is a great disadvantage to have a crowded school-room; to have no convenient place for recitations, and to be under the necessity of occupying a small place, and to make various changes during the day to have the business of the school go forward.

It is one of the essentials to have teachers and scholars in health; to have schools under circumstances to be most efficient and prosperous; to have school-rooms sufficiently spacious, and to have conveniences so that scholars can go and come without incommoding each other, and to be in a comfortable position in the time of recitation. If school houses do not afford conveniences, because scholars multiply, it is a plain intimation to the parents and guardians that the work of enlarging should be attended to without delay.

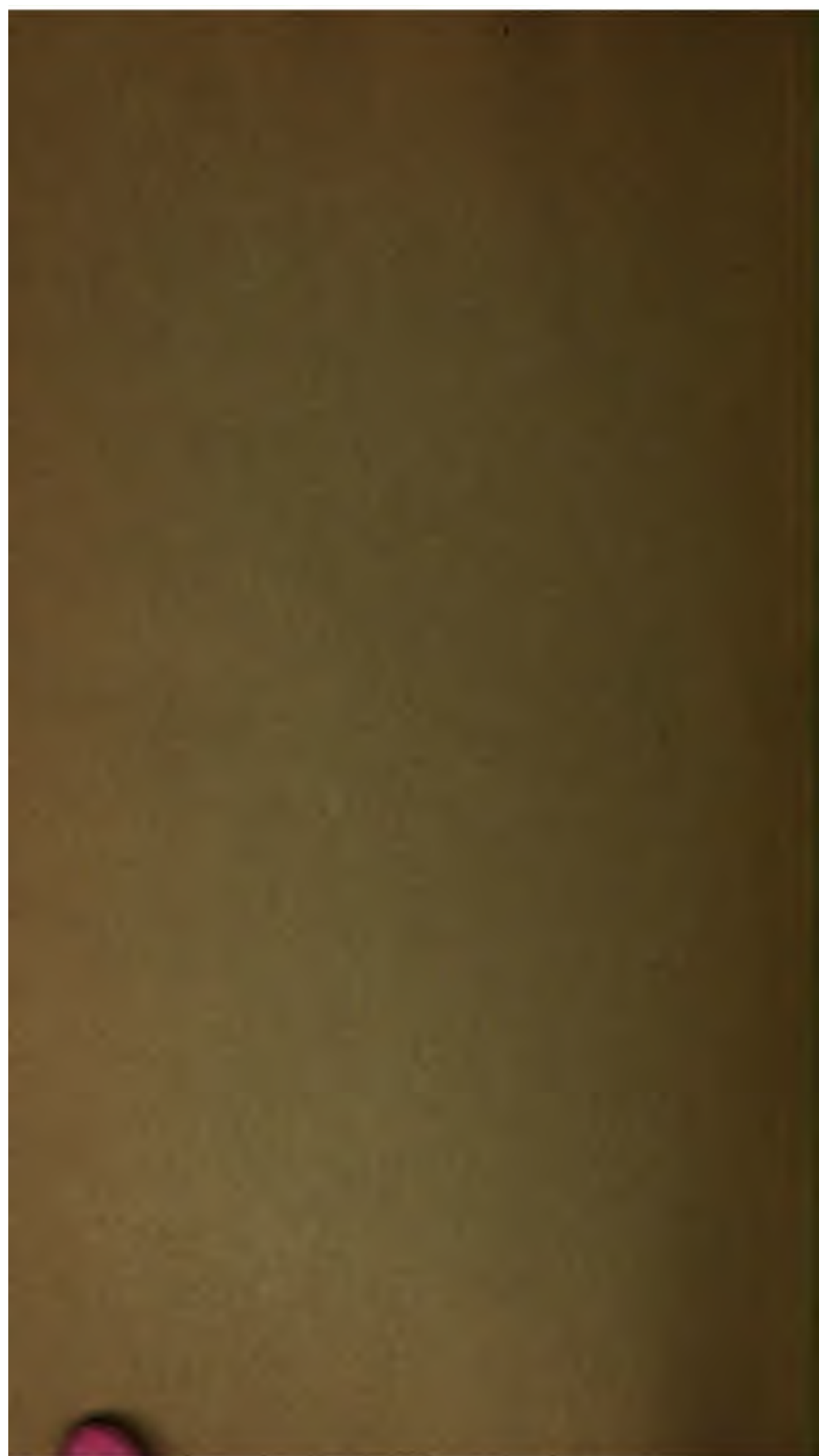
All of which is respectfully submitted by your Committee.

For the Committee,

FRANCIS WOOD, *Superintendent.*



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JAN 5 - 1933